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ABSTRACT

Intended to provide developers of career education programs with a listing and analysis of career education resources, this guide is part of the state plan for career education in Idaho (see CE 020 441 for the 1978-79 plan). The resources which were selected by literature searches, program analyses, and interviews are divided into six categories. The first, instructional materials, describes resource centers for materials development and dissemination, catalogs and directories of curriculum materials, and selected instructional materials. The second, career education facilities, provides options for facility development and planning as well as descriptions of selected facilities. Next, personnel is covered by annotations on planning, implementation, and assessment guides for administrative staff and on staff development programs. Programs and practices, the fourth area, considers both state and national career education programs for K-12 and then reviews programs in Idaho. Fifth, business, labor, and other community resources, are listed in a directory of community resource learning sites following information on how to develop and utilize community resource sites. The last section, funding sources, discusses federal, state, and other sources of financial aid. Each of the six sections concludes with an analysis describing some possible uses of the materials listed and some potential benefits from their use. (ELG)

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ED171926

IDAHO CAREER EDUCATION PROGRAM

DEVELOPERS' GUIDE TO SELECTED RESOURCES

Prepared Under the Auspices of
Planning Grant Number 00265936
Federal Catalogue Number 13.554

From The
United States Office of Education
To the
Idaho State Department of Education
For the Preparation of
The Idaho State Plan for Career Education

Career Education
Division of Instructional Services
Idaho State Department of Education
Leila Lewis, Consultant

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State Superintendent of
Public Instruction

June, 1978

CE 020 442

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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TABLE OF CONTENTS

Page

Introduction 1

User's Index 2

2.1.1 Career Education Instructional and Related Materials . 3

- A. Resource Centers for Materials Development and Dissemination 5
  - 1. National Institute of Education--Education and Work Program 6
    - Selected Descriptions of NIE Instructional Products & Projects 7
  - 2. U.S. Office of Education--Office of Career Education 34
  - 3. The Center for Vocational Education 36
  - 4. National Center for Career Education 37
  - 5. National Career Information Center 38
  - 6. ERIC Clearinghouse in Career Education 39
  - 7. Idaho's ERIC Resources 40
- B. Catalogs and Directories of Career Education Curriculum Materials 41
- C. Selected Instructional Materials 43
  - 1. Instructional Materials from the National Center for Career Education 44
  - 2. Comprehensive Career Education Module 60
  - 3. Experience-Based Career Education Materials . 61
  - 4. Examples of Idaho Curriculum and Career Education Materials 62
- D. Analysis 64
  - 1. Use of Materials 64
  - 2. Potential Benefits of Using the Materials . . 64

2.1.2 Career Education Facilities 66

- A. Options for Facility Development and Planning . . 68
- B. Selected Career Education Facility Descriptions . 82
- C. Analysis 90
  - 1. Use of the Materials 90
  - 2. Potential Benefits of Using the Materials . . 90

Page

2.1.3 Career Education Personnel 91

- A. Planning, Implementation and Assessment Guides for Administrative Staff 93
  - Planning, Implementation and Assessment Guides from the National Center for Career Education 94
- B. Staff Development Programs in Career Education 99
  - 1. Career Education Staff Development for Teacher Preparation Programs 99
  - 2. Staff Development Training in School-Based and Experience-Based Career Education . . . 100
    - School-Based Staff Development 100
    - Experience-Based Career Education 101
  - 3. Staff Development in Career Guidance 103
    - Relevant Publications 103
    - Selected State Developed Guidance Programs 104
    - Training Programs, Services and Materials 107
    - Idaho "Viewdecks" 107
    - Selected Sex Fair Guidance Materials . . 108
  - 4. Staff Development in Idaho 109
    - In-Service Training 109
    - Pre-Service Training 109
- C. Analysis 110
  - 1. Use of Materials 110
  - 2. Potential Benefits of Using the Materials . 110

2.1.4 Career Education Programs and Practices 111

- A. Selected National and State Career Education Programs K-12 113
  - 1. Program Descriptions from the National Center for Career Education, The Career Education Catalog, and ERIC 114
    - National Center for Career Education: Selected State Programs and Practices . . 114
    - Career Education Catalog Program Descriptions 116
    - Career Education at the State Level . . . 139

Page

2. Rural Career Education Programs 140
  - Selections from the Career Education Catalog 140
  - Publications 146

3. Education/Military Alliance Project 147

4. Experience-Based Career Education Models . . 148

B. Selected Career Education Programs in Idaho . . . 152

1. Coeur D'Alene 152

2. Idaho Falls 152

3. Minidoka County 153

4. Nampa 153

5. Pocatello 153

6. Sugar-Salem 154

C. Analysis 156

1. Use of the Materials 156

2. Potential Benefits of Using the Materials . . 156

2.1.5 Business, Labor and Other Community Resources 157

A. Developing and Utilizing Community Resource Sites 160

1. Materials and Publications 160

2. Programs and Practices 160

3. Community Resource Coordinators' Guide 161a

B. Directory of Community Resource Learning Sites . . 162

1. Community Learning Sites Participating with EBCE Model Programs 162
  - Community Resources Participating with Northwest Regional Educational Laboratory's EBCE Program 162
  - Community Resources Participating with Research for Better Schools and Appalachia Educational Laboratory's EBCE Sites 170

2. Suggested Other Community Resources 172

C. Analysis 176

1. Use of Materials 176

2. Potential Benefits of Using the Materials . . 176

3. Other Community Resources for Career Education . 177 -185

Page

2.1.6 Funding Sources for Career Education Activities . . . 186

- A. Federal Funding Agencies for Career Education . . 187
  - 1. Federal Agencies for Career Education Services 187
  - 2. U.S. Office of Education: Vocational Education Act, Part D 187
  - 3. Resources Available Under PL 94-842, Vocational Education Amendments of 1976 . . . 188
  - 4. Comprehensive Employment and Training Act (CETA) and Vocational Rehabilitation Division (VRD) Funds 189
  - 5. The Career Education Implementation Incentive Act of 1977 189
- B. Other Funding Resources for Career Education . . 195
  - 1. Idaho Resources 195
  - 2. Publications 195
- C. Analysis 196
  - 1. Use of the Materials 196
  - 2. Potential Benefits of Using the Materials . . 196

Addresses for Career Education Materials

Abt Publications
55 Wheeler Street, Cambridge, MA 02138
American Institutes for Research
P.O. Box 1113, 1791 Arastradero Road, Palo Alto, CA 94302
American Institutes for Research
3301 New Mexico Avenue, N.W., Washington, DC 20016
American Personnel and Guidance Assoc.
1607 New Hampshire Avenue, N.W., Washington, DC 20009
Appalachia Educational Laboratory
Box 1348, 1031 Quarrier Street, Charleston, WV 25325
ARIES Corporation
4930 West 77th Street, Minneapolis, MN 55435
Boise Independent School District
1207 Fort Street, Boise, ID 83702
The Center for the Study of Democratic Institutions
Box 4068, Santa Barbara, CA 93103
The Center for Vocational Education
Ohio State University, 1960 Kenny Road, Columbus, OH 43210
College Entrance Examination Board
888 Seventh Avenue, New York, NY 10019
Education Development Center, Inc.
55 Chapel Street, Newton, MA 02158

The Educational Products Information Exchange Institute (EPIE)
463 West Street, New York, NY 10014
ERIC Clearinghouse in Career Education
Ohio State University, 1960 Kenny Road, Columbus, OH 43210
Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, CA 94103
Florida Department of Education
Knott Building, Room 254, Tallahassee, FL 32304
Human Interaction Research Institute
10889 Wilshire Boulevard, Los Angeles, CA 90024
Idaho ERIC Resources
Idaho State Department of Education, Len B. Jordan Office Building, Boise, ID 83720
Iowa Department of Public Instruction
Grimes State Office Building, Des Moines, IA 50319
Marion Intermediate Education District
Interinstitutional Consortium for Career Education, 3180 Center Street, N.E., Salem, OR 97301
National Center for Career Education
University of Montana, P.O. Box 7815, Missoula, MT 59807
National Institute of Education
Education and Work Group, Room 722, Brown Building, 1200 19th Street, N.W., Washington, DC 20208
Northwest Regional Educational Laboratory
710 S.W. Second Avenue, Portland, OR 97204
Policy Studies in Education
52 Vanderbilt Avenue, New York, NY 10017
Research for Better Schools
1700 Market Street, Suite 1700, Philadelphia, PA 19103
System Development Corporation
2500 Colorado Boulevard, Santa Monica, CA 90404
U.S. Office of Education
Office of Career Education, Room 3100, Regional Office Building, 7th & D Street, S.W., Washington, DC 20201

INTRODUCTION

The purpose of this document is to provide developers of career education programs in Idaho at the state, regional and local levels a selected listing and analysis of career education resources which they may consider for their use. The listing is intended by the Idaho State Department of Education to be a part of the Idaho State Plan for Career Education. Accordingly, the number of designations for the sections in this document are the designations specified in the Agreement for the work between the Idaho State Department of Education and the Northwest Regional Educational Laboratory (NWREL).

In preparing the listings that follow, NWREL conducted the literature searches, program analyses and interviews necessary to identify selected potential resources in six areas:

2.1.1 Career Education Instructional Materials
2.1.2 Career Education Facilities
2.1.3 Career Education Personnel
2.1.4 Career Education Programs and Practices
2.1.5 Business, Labor and Other Community Resources
2.1.6 Funding Sources for Career Education Activities

Each of the six sections in this document begins with a brief introduction which gives the rationale for the section and the topics to be covered. Each section ends with an "Analysis" describing some possible uses of the materials listed in the section and some potential benefits of using those materials.

2.1.1 CAREER EDUCATION INSTRUCTIONAL AND RELATED MATERIALS

A. Resource Centers for Materials Development and Dissemination

B. Catalogs and Directories of Career Education Curriculum Materials

C. Selected Instructional Materials

D. Analysis

A USER'S GUIDE TO CAREER EDUCATION RESOURCES

If you are looking for career education curriculum catalogs, resource guides and material dissemination centers...	see pages *6,14,34,35,36,37,38,39,40,41,42,44*
If you are planning a career education program...	see pages *8,9,12,16,20,21,24,27,41,42,93,94,95,96,114,115,139*
If you want K-12 instructional materials...	see pages *7,14,41,42,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,61,62,63*
If you want suggestions on implementing and evaluating programs...	see pages *20,24,25,93,94,95,96,97,98*
If you are planning a career education facility...	see pages *68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,90*
If you are planning staff development training...	see pages *30,31,32,99,100,101,102,103,104,105,106,107*
If you want information on state career education programs...	see pages *8,35,113,114,115,116,117,118,119,120,121,122,123,124,125,126,127,128,129,130,131,132,133,134,135,136,137,138,139,140,142,143,145,146,147*
If you want information on national career education models...	see pages *12,16,17,18,21,22,28,29,61,100,101,148,149,150,151*
If you are looking for ways to involve the community in local programs...	see pages *9,10,58,158,159,160,161,161a,162,163,164,165,166,167,168,169,170,171,172,173,174,175*
If you want information on funding for career education...	see pages *178,179,180,181,182,183,184,185,186,187,188*

2.1.1 CAREER EDUCATION INSTRUCTIONAL AND RELATED MATERIALS

The growth of career education across the country has brought about a tremendous development of materials, curriculum guides, staff development programs, and planning and implementation guides. Many of these materials are outstanding and represent months or years of careful development and evaluation. Most of these materials are available to state and local educational agencies and adaptable to local settings. It is important that career education planners be familiar with the resources and able to access them readily so new state and local programs can build on the best of existing career education developments nationwide. With careful planning, the cost and time involved in the development of state career education plans and local career education programs can be reduced.

A number of educational organizations are presently involved in developing, collecting and disseminating regionally and nationally developed career education materials. The following sections briefly describe some of the instructional materials and/or services that can be acquired from these organizations, list a number of relevant publications and provide the reader with information on how to acquire topics and materials of interest. This is intended as an introduction to materials and services available from these organizations.

11

A. Resource Centers for Materials Development and Dissemination

Included in this subsection is an introduction to some of the major agencies and organizations involved in the development and dissemination of career education materials. Familiarity with publications from these groups will facilitate the successful development of local materials and career education programs.

1. National Institute of Education
2. The U.S. Office of Education
3. The Center for Vocational Education
4. National Center for Career Education
5. National Career Information Center

6. ERIC Clearinghouse in Career Education

7. ERIC Resources in Idaho

1. National Institute of Education--Education and Work Program

The National Institute of Education (NIE) has sponsored major research in the planning, development, implementation and evaluation of a national career education effort. Through NIE's support, programs and materials have been developed for both the infusion of career education into existing K-12 curricula and the development of Experience-Based Career Education--a secondary school program that emphasizes using the community as a classroom.

Since 1971-72 career education materials, curriculum guides, reviews of exemplary career education projects and other related products have been developed under NIE sponsorship and made available to interested state and local educational agencies. Descriptions of many of these efforts are included in the following materials excerpted from a soon-to-be released NIE publication entitled Directions in Career Education. These provide an overview of the major curriculum and program developments in career education sponsored by NIE. Further information on these resources can be acquired by contacting the National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 20208.

Materials of particular interest include:

- Learning Resource Activities: A Teacher's Guide
- Career Education Catalog and Eleven Career Education Programs (case studies and annotated listings)

  - Career Education Instructional Materials: A Compendium of Information: EPIE Career Education S*e*t
  - Career Education Implementation: A Handbook for Strategy Development
  - Catalog of NIE Education Products (1977)
  - The Development of Career Awareness in the Young Child

- Selected Descriptions of NIE Instructional Products & Projects
  - Learning Resource Activities: A Teacher's Guide

Most busy teachers look for practical, effective classroom activity guides they can get their teeth into. It is precisely that kind of teaching aid they'll find in this three-volume set.

Each guide outlines lesson plans which incorporate career education concepts while such subjects as mathematics, social studies, English, science, health and the arts are being taught. The plans tie in the "Occupational Focus" with the "English Relevance", for example, and specify objectives for students. Materials needed, suggested reading lists and discussions of issues which can be raised during the class activity are identified, but they serve as guidelines--not the rigid, inflexible programs that frequently "turn off" creative teachers.

Another feature of this publication is the way in which the use of free and inexpensive materials and community resources are blended with in-school projects. Resource lists identify companies, trade associations and professional societies which can provide supplemental materials and information. These all enhance the hands-on approach suggested here.

Since most activities included grew out of local career education efforts, the guides have a "teachers sharing with teachers" flavor which results in a down-to-earth style, easy-to-use format, and usually no extra purchases are required to carry out the plans.

These volumes are now available from Abt Associates, Inc. who solicit teachers' comments about the value of the guides.

Principal Investigator: Peter Finn
Abt Associates, Inc.

PRODUCT AVAILABLE: Career Education Activities for Subject Area Teachers (Grades 1-6, 6-9, 9-12).

- Case Studies and Annotated Listings

What are some of the nation's best examples of career education? Here are two books which can provide profiles of how communities are trying to help people deal with career decisions.

Career Education Catalog supplies an annotated listing in three categories--Comprehensive Public School, Supplemental Public School and Alternative and Community Based--of over 85 local, regional and state career education projects around the country. The brief descriptions include program highlights, rounded-off budget amounts, and the names and addresses of program officials who can answer questions.

Diversity is the best way to describe these projects. The Catalog points out creative ways in which local school people present career education concepts in a manner appropriate in the communities they serve.

A companion book, Eleven Career Education Programs, puts the spotlight on the selected, diverse and innovative programs for an in-depth look at each one. While no evaluation was intended, the authors described the programs as they encountered them during the site visits. With the help of each project's staff the problems, solutions and successes were detailed.

Most of the career education efforts chronicled are aimed at elementary or high school youngsters, with two notable exceptions. The Minnesota Metropolitan State College is an alternative college whose students average 33 years of age and who pursue competency-based B.A. degrees on a part-time basis while working, raising children, enjoying retirement or whatever. Advocates for Women of California's Bay Area focuses on putting women into nontraditional jobs and apprenticeships.

Even though specifics differ, some down-to-earth similarities deserve mention:

- Concerted efforts were made to involve business and community people--as working advisory committees or boards of directors.
- Teachers are the key to successful change and must be involved in planning, design and decision making as well as implementation.

- Students and clients are encouraged to increase their levels of self-awareness as a factor central to making better life and career decisions.

- Staff working in these programs are enthusiastic and committed to making career education succeed, which helps them gain community support and maintain participant interest.

Principal Investigator: Kathryn D. Hewett
Abt Associates, Inc.

PRODUCTS AVAILABLE: Both books are now available from Abt Associates, Inc.

• Statewide Community Support Mechanism

While most career educators just talk about greater use of community resources--both on and off the school campus--the state of Washington is trying to make sure it happens from the top corporate levels on down.

A 21-member statewide task force of business people, labor leaders and educators met monthly during school year 1975-76 to build a comprehensive support system that will open new doors for school/community cooperation.

The first big step in shaping state-level support was a mail survey of public and private associations, agencies, companies and organizations whose employees and members work in more than one geographic area (for instance, a timber company or bank with regional operations or branches). Positive responses were fed into an Evergreen Pages directory that will serve as a guide for local schools in contacting nearby firms and offices whose headquarters have given the green light to career education participation.

Just identifying the potential role of state-level organizations (all kinds of business, industry, labor and the professions) was not enough, however. Each community--from metropolitan Seattle to rural Sequim--has a unique variety of resources available for the asking. Task force members soon discovered their counterparts at the local level had other concerns:

- Teachers complained they didn't know how career education using community resources could really fit into an already crowded curriculum, how to contact resource persons, how to prepare resource persons for each activity or how to evaluate the experiences.

- Administrators didn't know how to regulate the system so the right resources were linked up with the right students at the right time.

- Most of all, community resource persons said they had never understood exactly what they were supposed to do when talking to a group of students--especially now that they were to put more emphasis on the career relevance of firefighting and less on how many gallons of water the engine pumps per minute.

Prototype materials developed in the project include:

- Community Resource Coordinator's Guide, suggesting how a local resource system might be operated;

- Teacher's Guide, including subject area planning sheets for how to use community resources to meet career education objectives;

- Evergreen Pages, a statewide listing of organizations by cluster;

- Community Resource Person's Guide, a handbook for laypeople volunteering their time and talent.

Principal Investigator: Richard R. Lutz
Office of State Superintendent
of Public Instruction
Olympia, Washington

PRODUCTS AVAILABLE: Prototype community support materials still under field test.

- Field Test and Revision of Comprehensive Career Education Modules

Based on teacher, school and publisher surveys, career education materials should be inexpensive, easy to use and geared to what's already happening in American classrooms.

By and large, teachers want lesson plans and units that are short, simple to prepare, easy to give students for independent study and visually appealing to everyone. Professional educators don't want to be told they must do something in a particular way and are concerned that career education fit in with the school district's instructional mission.

While its charge was to field test and revise the bulk of curriculum units originally developed as part of the Comprehensive Career Education Model, American Institutes for Research is quick to point out that like the other 29 units* the guides are not designed to be the final answer. But for school districts considering career education, they should help point the way for gradual K-12 career education infusion.

As part of its study, AIR discovered that most school systems will at best be able to budget only about $10-12 per classroom per year for career education materials. They found that teachers like handbooks which include reproducible materials and which give them flexibility in classroom adaptation. Administrators are concerned about how much training of teachers will be required if career education is to be easily infused into existing curriculum. Both groups like publications that are short and to the point with good organization and graphics.

As a result of their field test--involving over 16,000 students and their 527 teachers in 31 school districts in 3 states--AIR staff revised the 61 units it tested into some 130 modules for grades K-12. Lessons were rearranged, alternative learning activities were suggested, cost reductions were made and overall visual appeal was improved. The language in student materials was also simplified and reading levels reduced thanks to suggestions by curriculum experts. Topical areas like "Understanding and Directing Self-Development", "Responsibilities as a Worker and Citizen" and "Personal Planning and Goal Pursuit" are covered.

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*The other 29 units are presently available from the Center for Vocational Education (CVE). Over 100 units spanning all grade levels and subject areas were originally developed by CVE and the six cooperating school systems. About 60 were transferred to AIR for revision and testing.

Discussions with potential publishers are being conducted.

Principal Investigator: James Dunn
American Institutes for Research

PRODUCTS AVAILABLE: Contact AIR for status of modules.

- Establishing Directions and Priorities for School-Based Career Education

Career education seems more vulnerable to criticism than most educational reforms. The reason: It sits astride many fundamental dilemmas of American society--the political ideal of freedom and independence for the individual is not always compatible with the efficiency and productivity demanded by the economy. Since career educators must take a stand on the issues--should the "work ethic" be reinforced or abandoned for instance--they probably will continue to draw the fire of the movement's critics.

But the outlook may not be as bleak as it seems. The authors saw an "underlying consensus" of where career education priorities should be placed, though some practitioners may not agree. Career education should:

- Bring together people and jobs. The importance of work and occupation is gaining greater recognition from scholars and practical people in many fields. If career education helps people make better career decisions, it may contribute greatly to individual and national well-being.
- Develop awareness and capability for adult roles. Young people need to know how to function as adults and be recognized as adults in this society. Career education should help expand student contacts and interactive experiences with adults in a variety of roles including work roles. Young people need ways to "try on" those roles in circumstances where early failures will not be damaging.

- Create diverse routes to publicly-recognized masteries. Modern society demands many talents of its workforce, but schools nurture only a few. These may be in oversupply. "By bringing into school awareness and encouragement of masteries in the world outside school, career education can provide avenues to recognized accomplishment for more students, develop more talents, ease unnecessary competition among students--and--provide the economy with workers with diverse competencies."
- Enable students to comprehend, cope with and influence the economic-social-political system. If individuals have no conception of the system of which their actions are a part, they cannot act in society's or their own best interest. Youth need to know how their decisions affect society.
- Assist in the acquisition of the means for self-support. Young people who don't go to college join the workforce, join the unemployed, or become part of a "mysterious and apparently growing body of teenagers who are not employed and who do not look for work." These last groups are often--but not always--public problems as well as personal problems to themselves and their families. If career education helps them learn to support themselves through honest work, it will help meet critical social needs.

What specifics will accomplish all this? While there's no single "right" way of doing things, suggestions include providing training in skills for the range of careers between the low-paying menial tasks and the high-paying professions so 16 and 17 year olds could leave school with the means for honorable self-support. Whether youths would choose to use such skills for income during college, for lifelong self-support or not at all would be the option of the individual.

The second portion of the report suggests guidelines for curriculum development based on "an alternative to bare statement behavioral objectives" intended to help developers and funding agency reviewers alike.

Principal Investigator: Joseph Schwab
Center for the Study of Democratic
Institutions

PRODUCT AVAILABLE: Career Education: The State of the Idea and Its Prospects for the Future (with E.W. Eisner and Decker Walker), October 1974.

- Career Education Instructional Materials: A Compendium of Information

With hundreds of career education products flooding the market these days, school people find it tough to decide how to spend limited dollars. The Educational Products Information Exchange Institute's epie career education s*e*t*: Selection and Evaluation Tools is a selector's guide which analyses more than 700 commercial and noncommercial materials. Textbooks, films, slides, tapes, teachers' guides, workbooks, etc. for use with all age groups are described. A "Products Under Development" section alerts the reader to watch for forthcoming materials.

The first book of the two-volume package, How to Select and Evaluate Instructional Materials, presents a step-by-step method to help teachers and administrators pinpoint where they and their schools stand on career education.

The procedures for selecting appropriate materials deal with such questions as "Has the publisher specified learning objectives?" and "Which elements of career education are stressed?". Such clues to the nature and practicality of the materials will help staff decide how well these fit local programs.

How to recognize sexism and racism in career education materials is another important focus of this product. Blatant examples are easy to spot, but the subtle, more insidious ones are hard to discover and hard to counteract. Taking the position that education and educators must accept a key role in correcting inequality, strategies for detecting and counteracting sexism and racism in the classroom are suggested.

A second book, Analyses of Seven Hundred Prescreened Materials, helps the educator access more materials in a few hours than a parade of publishers' representatives could present in many weeks. The analyses specify titles, authors, publishers, components, target audience, curriculum role, producers' evaluation activities and instructional design. Elements of career education found in each item are identified: Self-knowledge, decision making, educational development, career awareness, economic awareness and other competencies.

The s*e*t* is available now from the developer.

Principal Investigator: P. Kenneth Komoski
EPIE (Educational Products Information Exchange)

PRODUCT AVAILABLE: epie career education s*e*t*.

- State-Level Study in Career Education

"Our schools are preparing students for the world of work," say educators. "But how well?" ask employers.

A four-state survey and detailed literature search by the College Entrance Examination Board indicates that secondary and postsecondary schools are indeed helping students experience the processes used in the work place. But there is still little tie between the skills students leave school with and what employers expect--the requirements of the school and work place are not aligned.

The study points to the need for a better system of linkage between town and gown--a joint effort to develop realistic school exit and job entrance requirements for students as they prepare to cross the bridge between school and work.

How to do this when job requirements shift quickly and dozens of public agencies control accreditation, certification and licensure?

Based on examination of 200 school/work links that now exist in California, Florida, New Jersey and Ohio, the following recommendations were made:

- Establish state-level Career Competency Assessment Boards to develop a common language for education, business, labor and government to use in describing school exit and job entry requirements.
- Give state and local industry/education advisory councils (the most widespread linkage mechanism) more involvement in education program development and evaluation.
- Make the work of local councils more effective by providing state guidelines to follow.

- Develop competency-based licensure and certification procedures for a broad range of career fields.

Just as much responsibility for these changes rests with employers as it does with educators. Yet at present linkages operate in only one direction, forcing education to make itself more acceptable to the business world. Some reciprocity on the part of the world of work is long overdue.

The report of the study, available from the College Board, develops a conceptual framework for viewing school and work transitions, and a supplemental report describes in detail the functioning of twenty-six local, state and regional linkage programs.

Principal Investigators: Solomon Arbeiter, Richard Ferrin
College Entrance Examination Board

PRODUCT AVAILABLE: Bridging the Gap: A Study of Education-to-Work Linkages (available in 68-page and 180-page versions).

- Experience-Based Career Education

For high school students who want to learn firsthand what it's like to be a job holder in today's complex world, NIE has developed and tested a unique alternative: Experience-Based Career Education (EBCE).

While career exploration is an important feature of the program, the concept has become in most cases synonymous with comprehensive secondary education itself. Youngsters at most EBCE test sites are meeting all the requirements for high school while gaining many of the competencies for eventual job entry, postsecondary education and family responsibilities as well.

EBCE differs from most alternative secondary school programs by balancing academic, personal and vocation development. Using the world of work as a way to tie these three elements together makes EBCE different from vocational programs, too:

- EBCE emphasizes career exploration, with site and job rotation, rather than single work experiences.
- EBCE emphasizes the development of general rather than job-specific career skills.

- EBCE is targeted to all students.
- EBCE learning activities in the community combine vocational learning with academic and personal learning objectives.
- EBCE allows students a major role in shaping their programs in the community.
- EBCE community participants and students are unpaid.

Students, parents, community resource persons and staff in Oakland, California; Tigard, Oregon; Philadelphia, Pennsylvania; and Charleston, West Virginia proved EBCE could work beginning with the 1972-73 school year. Now, hundreds of graduates later, the idea of students and adults working and learning together outside the traditional school classroom has spread throughout the nation to dozens of school districts, large and small.

What can students in EBCE learn as they spend from one day to three months at various workplaces in a community? Things like:

- learning and applying scientific principles in immunology at a medical laboratory, and in ecology with a naturalist at a state park;
- taking abstractions from textbooks about marketing, weights and measures, consumer rights or supply and demand; and finding out what they mean to butchers, supermarket buyers, advertisers and consumer action agencies;
- learning how to use a slide rule to make quick cost estimates at a printing company, compute board feet at a lumber yard or make equivalents between inches and metrics at an auto mechanic's shop;
- developing writing and interviewing skills with a political journalist while studying city government firsthand.

Evaluation studies conducted by the developers, visits by outside reviewers and an external evaluation conducted by Educational Testing Service have substantiated what students, parents, employers and graduates say: The program helps adolescents make the transition to adulthood in ways that traditional schools usually do not duplicate. Besides meeting regular graduation requirements, EBCE helps students--no matter what their backgrounds or career aspirations--become more self-confident, better able to communicate and relate to adults and better able to manage their own time and learning activities.

EBCE materials and training options are best obtained by contacting the original developers:

Harold Henderson
Appalachia Educational Laboratory
Box 1348
1031 Quarrier Street
Charleston, WV 25325
Contract No. NIE-C-00-4-0008

Robert Peterson
Far West Laboratory for Educational
Research and Development
1855 Folson Street
San Francisco, CA 94103
Contract No. NIE-C-00-4-0009

Rex Hagans
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204
Contract No. NIE-C-00-4-0010

Michaelita Quinn
Research for Better Schools
1700 Market Street, Suite 1700
Philadelphia, PA 19103
Contract No. NIE-C-00-4-0011

And, since EBCE is being installed in almost every state, interested persons might contact the career education coordinator at their state departments of education for names of demonstration sites in their local areas or regions.

- Career Planning Support System

If the critics are right when they say high school career planning services are often too little, too disorganized and too late, there's help on the way.

A Career Planning Support System (CPSS) has been tested in 50 schools involving 51,000 students. Teachers, administrators and citizens in these sites know what their students need, how to help them and how to know if it's working.

Central to this system is involvement by everyone concerned. Committees are organized, needs and resources identified, goals and objectives spelled out and delivery options devised.

Yet the researchers discovered gaps that schools had trouble bridging for themselves. Hence, in addition to manuals on how to adopt the planning model:

- Career guidance methods for girls will emphasize the broad range of career options and career patterns for women available today and in the future.
- New guidance techniques for minority youth (historically neglected by overemphasis on white, middle-class college-bound Americans) will assure that adults who influence minority children are properly informed about educational and occupational opportunities. The idea is to provide influential adult models for those children who have none.
- Instead of handing students a diploma and saying "that's it", specific career guidance aids for all students will include job placement and followup programs, job seeking clinics and work entry courses.

One such instructional unit--called "Coping in the World of Work: Practice in Problem Solving"--puts each student in a role-playing, "in-basket" exercise and sociodrama-type activities to discover their own courses of action by solving simulated problems.

Principal Investigator: Center for Vocational Education
The Ohio State University, Columbus

PRODUCTS AVAILABLE: Procedural guides due in early 1977. Related publications include: The Product Engineering of a System for Upgrading High School Career Planning Programs (Technical and General Reports, 1975); Career Guidance Materials: Implications for Women's Career Development (1974); Coping in the World of Work: Practice in Problem Solving (1976); Significant Others and Careers (1977); and Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping (1977).

- Career Education Implementation: A Handbook for Strategy Development

Persons responsible for getting career education started--often called "advocates"--typically encounter a number of barriers. School staff can anticipate problems experienced by other career education innovators and use various techniques to overcome those obstacles.

The handbook assumes a product--such as a curriculum unit or a total program--is on hand and ready for use.

- Establish incremental objectives. Outline what is to be done, under which conditions and how well.
- Profile influential elements. Understand the product to be installed (its good and bad features), who is in the best position to help or hinder (organizational dynamics both in school and community), and how much clout the advocate possesses.
- Select appropriate installation techniques. Depending on the conditions at a particular point in time, career education advocates may choose from among 30 district techniques classified under three broad headings: 1) informative (telling and showing), 2) persuasive (influence and appeals), and 3) coercive (use of power).
- Time the actions. Anticipate likely reactions of decision makers in both school and community; then lay out costs and schedules within those parameters.
- Initiate the actions. Keep communication lines open and maintain a stockpile of common sense, openness and flexibility.

- Assess the impact of actions. Evaluation of implementation process must be continuous, beginning with day one.

- Reformulate the strategy. Based on evaluation data, take a look at initial objectives and strategies and make changes as necessary.

Based on several years of research and development using other Center innovations as data sources, Career Education Implementation: A Handbook for Strategy Development includes three modules: 1) a procedural guide for career education advocates, 2) a workbook that enables advocates to test out their understanding of the process information, and 3) a description of the 30 alternative approaches to implementation, including the advantages and disadvantages of each.

Principal Investigator: Center for Vocational Education
The Ohio State University, Columbus

PRODUCTS AVAILABLE: In addition to the handbook described above which is still in preparation, three monographs are available: The Adoption of Systems Innovations in Educational Organization: A Case Study of Operation Guidance; Identification of Empirical Dimensions of the Diffusion Process: Interim Report; and Perceived Effectiveness of Innovation Diffusion Tactics.

- The School-Based Comprehensive Career Education Model (CCEM)

With millions of students in 18,000 public and private school systems facing career decisions today or tomorrow, band-aid programs for a few youngsters here and there won't be enough. Larger-scale and longer-range solutions are needed.

The Comprehensive Career Education Model (CCEM) is a system-wide plan that shows how to modify present curriculum from kindergarten through high school so youngsters are exposed to career-related activities each year they're in school.

After four years of development and refinement, materials are ready for school districts wanting to try it for themselves.

Key to the concept is infusion--helping teachers blend career education objectives into regular instruction so that students see how the things learned in school fit the real world they'll soon be entering.

Helping build and test the model were thousands of students, staff, parents and community people in six forward-looking school systems: Los Angeles, California; Hackensack, New Jersey; Atlanta, Georgia; Jefferson County, Colorado; Pontiac, Michigan and Mesa, Arizona.

What will students know as a result of K-12 activities in career education? More about themselves, their career options and their role in a work-oriented society. They should learn employability skills such as self-initiative and resourcefulness, and be able to define a career path that often requires more preparation after graduation.

The system was designed around theories of child growth and career development, ideas about survival skills for adult living, and criterion-referenced school objectives were included. Teachers use eight goal areas as their reference point and can modify 29 instructional guides* to fit student objectives, depending on the subject matter at hand. Staff development is central to CCEM, with guides available for all grades and levels--and for administrators, too. Community involvement ideas are also suggested.

Principal Investigator: Center for Vocational Education
The Ohio State University, Columbus

PRODUCTS AVAILABLE: Contact the Center for extensive listing of materials mentioned above.

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*Another 61 teacher guides developed as part of the CCEM project are being field tested by American Institute for Research (AIR) under a separate contract. See Field Test and Revision of Comprehensive Career Education Modules.

National Career Education Forums

Invite local school people interested in career education to meet with researchers, developers and policymakers for three days and something good is bound to happen for all. At least the over 1000 persons attending NIE's 1975 and 1976 national forums on career education would agree that a nationwide view of ideas for immediate action and long-range planning was offered.

Held as a way for the Institute to hear about needs from the field, participants also got a firsthand look at research and development efforts designed to address their problems.

The first Forum, held in March 1975, at the Center for Vocational Education in Columbus, Ohio, featured papers on curriculum, guidance, work experience and placement which were later bound into a booklet titled Models of Career Education Programs. Another set of papers on implementation issues by local, state and federal career educators became a volume titled Planning and Implementing Career Education Programs: Perspectives. Yet a third volume that emerged from the first NIE Forum is titled Career Education 1975: A Contemporary Sampler. The latter is an idea book resource manual--a candid snapshot review--of 15 projects and what they've accomplished so far. Vignettes in this volume range from how the National Exploring Division of the Boy Scouts of America developed a unique career exploration program for young men and women ages 14-21 to a preview of the NIE-sponsored learning kit titled "Sex Fairness in Career Guidance".

The February 1976 Career Education Forum, held in Washington, D.C., used as its theme "School to Work--Work to School". Format resembled a major convention complete with keynote speakers, small group seminars, film showing and exhibits.

Reprints of presentations made by the following national leaders in career education are available as separate monographs:

- Grant Venn, Seeking an Administrative Commitment to Innovation
- Albert Quie, Education and Work: A Congressional Perspective
- Gene Bottoms, Fusing the Career Education Concept into the Fibre of the State Educational System

- William Pierce, Lifelong Education
- Harry Silberman, Systematic Issues in School to Work Transition
- Kenneth Komoski, Instructional Materials: Litmus Test of Career Education
- Harold Hodgkinson, A Research Agenda for the National Institute of Education
- Ken Hoyt, Setting the Record Straight: A Reply to Grubb and Lazerson

The 1977 Forum is scheduled for February 2-4 in San Francisco.

Principal Investigator: Center for Vocational Education
The Ohio State University, Columbus

PRODUCTS AVAILABLE: Contact the Center for copies of 1975 and 1976 Forum publications mentioned above.

- Legal Issues in Experience-Based Career Education

Will legal headaches face new EBCE programs as they sprout up across the country? Probably nothing major, says this study, but securing good legal counsel at the onset is recommended.

One consideration for new programs is whether to incorporate as a private school. Although doing so has numerous advantages--greater flexibility in staff selection, broader curriculum options--it has at least one drawback. Long-term funding possibilities are bleak, with little chance of securing state educational support for the private sector's efforts. Thus public school sponsorship of career education programs still looks like the best way.

Choosing public school sponsorship means facing other issues, however, such as state teacher certification requirements, curriculum standards and attendance regulations. Consideration needs to be given to each of these issues and alternatives found that meet respective state guidelines. Teacher certification surfaces as particularly important. Without having staff either certified or capable of being certified, the respectability of the EBCE program may well be placed in jeopardy.

All work-experience programs face an insurance problem. Both students and employers need protection guarantees against injury and harm. Most of the original EBCE programs purchased additional insurance coverage for students, usually at minimal cost, and incorporated a "hold harmless" clause for the benefit of the employer.

Transportation alternatives also need to be provided by EBCE programs. Most solved it by purchasing bus passes for students or providing staff-driven vehicles to transport students to employer sites.

Finally, all programs have to deal with maintaining the student in a learner rather than an employee status. In all instances this meant that all work performed at the employer site was done without pay.

So legal considerations do exist for the new EBCE program. Most are fairly easily resolved, but if they are ignored, directors may see minor headaches turn to migraines.

Principal Investigator: ARIES Corporation

PRODUCT AVAILABLE: Legal Issues in Experience-Based Career Education (draft). Contact ARIES for status of final product.

- Individualized Instruction and Tracking in Career Education

The concept of individualized instruction has been around since Socrates' students were urged to discover truth for themselves. How the idea works within the context of three major career education programs is the focus of this report.

The Mountain-Plains Rural Residential Program in Montana, Experienced-Based Career Education at Research for Better Schools in Philadelphia, and Appalachia Educational Laboratory in Charleston, West Virginia share a common goal in assisting individual students to attain self-satisfaction and self-realization through career awareness, career exploration and career specialization. At issue for the program--and for other career education efforts as well--is whether instruction can be personalized sufficiently to help students reach their own goals while at the same time avoid "tracking students into narrowly constrained areas."

Have the three programs succeeded in individualizing instruction? Quite well, apparently. All three projects have systematic procedures for determining on a continual basis the needs, interests and aspirations of their students, and for providing options that help optimize students' growth. Backed up by strong counseling programs, students are offered a wide range of alternatives in both academic and career areas.

So how about criticism that career education may be a form of "tracking" in disguise? In none of these programs did "tracking" appear to exist. Each one used multiple strategies and instruments as a part of its assessment methods. Where a student's basic skills might have been limiting, assessment and remedial activities were continuously available. All students were apprised of all possible choices and these options were no more or less available for special groups than for the majority. In fact, all three of these programs perceived individualizing services as the central way to avoid "tracking." What evidences of "tracking" did surface during the observations of researchers was probably due to factors beyond the control of the projects themselves--factors such as financial constraints and the underlying peer and societal influences that relate to career exploration choices.

Noting that "tracking" has both positive and negative aspects, researchers found no single, precise method for assessing the degree of student "tracking" in programs. They suggest six clues to watch out for:

- the bases on which occupational training areas are selected
- the extensiveness of student diagnoses
- the nature of counseling services
- the accommodation to culturally different values
- the degree of program "fit" to client needs
- the importance placed on individual as opposed to societal needs.

Principal Investigator: Karen Kitchak
ARIES Corporation

PRODUCT AVAILABLE: Individualized Instruction and Tracking in Career Education, June 1974.

- A Facilities Handbook for Career Education

Could a run-down, abandoned old store front building regain a happy, useful and exciting life? Yes--as a career education facility.

In 21 career education programs around the country, effective activities are operating out of facilities as diverse as the projects which inspired them. The handbook shows how administrators can create environments for career education and how community resources can be utilized effectively.

The floor plans, photographs and descriptions in this book demonstrate how school staff imagination and commitment can create an auto repair training center or a mobile model of a loan company office. In Gig Harbor, Washington elementary school children learn horticultural skills in the World of Work Greenhouse. In Bowling Green, Kentucky students' career education activities are integrated with other studies--every subject is made relevant to the world of work and no special facilities are required.

All this suggests that the goals and characteristics of career education have implications for physical settings. An active learning process geared to the real world must provide opportunities for students in diverse environments inside and outside the school. Adequate planning to ensure a variety of options for students is most important, say the authors. A facility need not be expensive or lavishly equipped. It may be a modified classroom or a network of placement locations in the community, but what it is must be determined through a well-organized planning process.

Three programming/planning process models are described--the Charette, the Generic Planning Model and the CRS model (developed by the firm of Caudill, Rowlett and Scott). Each model emphasizes broad community involvement. The Generic Planning Model and CRS identify several steps to "problem seeking". Among these are 1) goal development, 2) needs assessment, 3) problem analysis, 4) generation of alternatives, 5) selection of policies/programs, 6) implementation and 7) evaluation.

What comes through clearly in this practical publication is that there is no single formula or facility that will work in all schools. Local school people and their communities need to carefully explore, plan and develop facilities according to local needs and resources. This book provides a broad perspective on 21 of many possible solutions.

Principal Investigator: George Gage
Systems Development Corporation

PRODUCT AVAILABLE: A Facilities Handbook for Career Education.

- Evaluation of the Comprehensive Career Education Model

Give people the chance to try career education on for size and they'll like the way it looks and fits.

That's the overriding conclusion of Brickell and associates who followed the multi-year development of CCEM (the Comprehensive Career Education Model). What do people in the six test communities think? Career education does make a difference in their lives--particularly among teachers and students who are involved in it day by day.

Brickell's study--including one report titled Attitudes Toward Career Education (October 1973)--shows that students welcome career education activities because they give a dose of reality to learning. Teachers, too, are convinced of the value of career education once they're involved. Parents are favorable, yet some parents question whether it's right to grant credit for work experience youngsters receive in the community, and wonder if weaving career education into the regular curriculum is better than maintaining separate courses. Brickell believes, however, that if staff can show parents and community people that nothing is being lost by the infusion of career education, career education should be accepted.

Brickell sounds one note of caution about the high marks that persons in the six developmental sites gave to CCEM: Their favorable attitudes could have been influenced by the fact that these communities were in on the ground floor of a national priority and received substantial publicity, federal support and professional assistance from the Center for Vocational Education.

The six school districts who helped build CCEM learned some useful things that other communities should know. Four findings noted by Brickell stand out:

- Even though you need local career education advocates whose ideas are respected, it's also important to have administrators who really believe career education must happen. Use of outside experts also helps.
- Staff prefer flexible materials from other sources as a starting point for building their own.
- Teachers will not use community resources without assistance.
- Formal evaluation may not be essential, partly because some career education outcomes--such as "self-understanding"--are difficult to measure.

A separate report developed by this contract called Data For Decisions (March 1974), asks the question, "Who really needs to know what evaluation information on programs like these--and when do they need it?" In large Federal projects like CCEM, says Brickell, everybody naturally wants evaluation information as soon as possible. What people need to know depends on how far up the line the decision maker sits. A general rule of thumb offered to evaluators by Brickell: Write a one-sentence summary, a one-page summary, and a ten-page summary based on your 100 pages of findings. Then, put yourself in the shoes of the person who is to read it in order to see which version provides the essential facts needed at that particular time.

Another special report titled "A Review of the Developmental Program Goals for the Comprehensive Career Education Model" (August 1973) illustrates the continuing debate over career education as a concept. Brickell's staff assembled two blue-ribbon panels of "outsiders" to examine a set of over 1,000 goals that shaped the design of CCEM and that are still used in career education efforts today. College professors and curriculum experts generally agreed the goals were too ambitious and ill-conceived ("over reach, over-promise, and over-kill" said one) while state legislators, university leaders, local school board members and superintendents, employers and teachers generally thought it was about time such outcomes were addressed despite the difficulties. The report does not contain the actual goals but summarizes reviewer responses.

Principal Investigator: Henry Brickell
Policy Studies in Education

PRODUCTS AVAILABLE: Profiles of CCEM Locations; A Review of the Developmental Program Goals for the Comprehensive Career Education Model; Attitudes Toward Career Education; Data for Decisions.

- Learning Kit for Guidance Counselors and Counselor Educators To Aid in the Delivery of Sex-Fair Counseling

Now that legislation has paved the way for equal opportunity for women and men, counselors must share responsibility for making the laws work. Nowhere is this more crucial than in career guidance.

Abt Associates, Inc. has prepared Sex Fairness in Career Guidance: A Learning Kit to help staff become sensitized to sex bias and learn to eliminate it in career guidance activities with students. The multi-media package can be used for teacher or counselor inservice training or may be self-administered. Since one must be aware of something in order to combat it, Chapter One introduces the "dual role system which limits career and other life choices for both men and women in our society."

Traditional family and work roles for both sexes are discussed. Chapter Two sets out a sex-fair guidance program, recommending specific activities and materials counselors can use to help persons examine attitudes and values with respect to sexual stereotypes and how those influence career options. Group and individual counseling sessions are suggested as well as supplemental resource material.

Since sex bias in career interest inventories is hard to recognize, Chapter Three trains counselors to identify and combat it in administering, reporting and interpreting interest measurements. This section also interprets NIE's guidelines for assessing career interest inventories. An annotated listing and resource guide comprises Chapter Four. Agencies and organizations which can help counselors on the firing line are identified. Scenario cards for role playing, a tape cassette of simulated counseling situations, spirit masters for use with clients and transcripts of counselor-client interactions round out this valuable kit.

School counselors, adult educators and private industry personnel people will find this kit useful on a day-to-day basis. It is available from Abt Associates, Inc.

Principal Investigator: Patricia Cook
Abt Associates, Inc.

Products Available: Sex Fairness in Career Guidance

- The Role of Women in American Society

How do girls learn that it is more important to get married than to be bright and successful, or boys learn that to be a man you need to be tough and competitive?

These are the messages, subtle but potentially devastating, that parents, friends and teachers impose on children--messages that often keep young women and men trapped in roles that may be both inappropriate and unfulfilling.

How can we help young girls and boys overcome the negative effects of this kind of sex-role stereotyping? One way is to present classroom materials that give them opportunities to think through the issues that will affect their life choices. The curriculum units titled "The Role of Women in American Society" do precisely that.

Two of a planned ten units are now available. Both are built around a half-hour original documentary film and include supplementary resource guides which can either stand alone or be incorporated into existing courses.

The first unit uses the films Vignettes and Girls at 12, a blue-ribbon winner in the 1975 American Film Festival to help students examine the everyday lives of three young friends. In it the authors present the subtle and complex problems of sex stereotyping, social pressures and role modeling. The film portrays real-life situations and, together with the supporting materials, addresses such issues as the differing expectations for boys and girls in our society, what it means to be feminine or masculine, and whether being a "happy" woman allows room for having a career. A Teacher's Guide and a Student Resource Book, containing a variety of activities, substantial bibliography and filmography, are also available.

The second unit has as its focus the film Clorae and Albie, which deals with the lives of two young black women--one divorced, one single--who are facing the responsibilities of living alone, getting an education and finding some sense of purpose for their lives. The Resource Book that accompanies the film provides activities and references to help adolescents examine their own lives, capabilities and futures. All materials urge that life choices be made carefully and purposefully and that alternative role and career models be provided to help young men and women achieve their fullest potential.

Principal Investigator: Adeline Naimen
Education Development Center, Inc.

PRODUCTS AVAILABLE: Girls at 12, Vignettes and Clorae and Albie and the accompanying teacher and student guides are available through the Educational Development Corporation.

Women: Issues of Career Guidance and Vocational Counseling

Nine out of ten U.S. women will work outside their homes at some time in their lives, spending an average of four hours a day on homemaking tasks in addition to time spent at their jobs. Furthermore, women born after 1935 are much less likely to interrupt their careers during the child-rearing years than women born before 1935.

What does it all mean? Women and girls have important career decisions to face, say the authors of the Sourcebook. Women often need professional guidance in planning for the dual role of homemaker and worker. Caught between these two roles they frequently experience conflict, guilt and depression. Counselors can play a significant part in helping women reduce these feelings. Through such techniques as group discussion, role reversal, cognitive dissonance and the introduction of new role models, the negative feelings can be replaced with positive ones. Old myths like "women who work are neglecting their children" can be debunked.

Clearly women have much to gain from improved counseling--better life-planning skills, increased efficiency and support for reassessing distribution of household responsibilities with marriage partners, to name a few. But recent research concludes that information resource counselors used in the past is sex-biased, misleading and out of date. The Sourcebook and its two companion publications, Women at Work: Things are Looking Up and Selected Annotated Bibliography on Women at Work, are handy tools for the counselor. They provide solid information on changing stereotypic attitudes, teaching decision-making and problem-solving skills, increasing options and nontraditional career opportunities for women,

women's legal rights in the world of work, counseling techniques and strategies, and a review of research on women in the workforce. Counselor trainers are provided with suggestions for teaching sex-bias-free counseling procedures and hints for helping counselors identify their own biases.

Things are looking up and this three volume set provides another stepping stone on the way.

Principal Investigators: Helen Farmer, Thomas E. Backer
Human Interaction Research Institute

PRODUCTS AVAILABLE: New Career Options for Women: A Counselor's Sourcebook; New Career Options for Women: Things are Looking Up; Selected Annotated Bibliography of New Career Options for Women.

2. The U.S. Office of Education--Office of Career Education

The U.S. Office of Education has carried out extensive demonstration and state planning projects in career education. The demonstration projects have been funded in five major categories. These include projects to:

(1) demonstrate incremental improvements in K-12 career education;

(2) demonstrate effective career education in settings such as the senior high school, community colleges, institutions of higher education and adult and community settings;

(3) demonstrate effective career education for such populations as the handicapped, gifted and talented, minority or low income youth, or to reduce sex stereotyping in career choice;

(4) demonstrate effective training and retraining of personnel; and

(5) communicate career education philosophy, methods, program activities, and evaluation results to practitioners and the general public.

Each project serves as a demonstration site providing operational examples of career education functioning in local settings. Projects may be administered by local and state education agencies and public and private agencies, institutions or organizations.

In addition to funding demonstration projects, the U.S. Office of Education (USOE) is strongly committed to encouraging widespread adoption or adaptation of effective and validated educational programs. In doing so, dissemination of program information and materials becomes an important activity, facilitated by publishing a wide range of materials of interest to career educators. Some examples include:

- An Introduction to Career Education, A Policy Paper of U.S. Office of Education, 1974
- Career Education: How To Do It, Creative Approaches by Local Practitioners, October 1974
- Monographs on Career Education
- Career Education, The State of the Scene, November 1974
- A Systematic Approach to Evaluating Career Education Materials at the Local Level, November 1974
- Federal Agencies for Career Education Services, 1977 (see section 2.1.6 for reprint of document)
- Education Programs That Work, 1976

The USOE has also recently opened a new career resource center containing almost 5000 educational materials developed at the local level. The materials have been compiled from those developed by innovative career education programs across the nation in the past several years. Information on services available from this new center should be addressed to Margot Lyddane, Room 3108-A, Regional Office Building No. 3, 7th and D Streets, S.W., Washington, D.C.

3. The Center for Vocational Education

Research development and services related to career education are primary concerns of the Center for Vocational Education. Under the sponsorship of the National Institute of Education, the Center has been active in developing career education programs and products, evaluating individual program needs and outcomes, operating information systems and services and conducting leadership development and training programs. A recent brochure entitled "Career Education--Now" lists the major Center services and instructional materials. The curriculum materials available emphasize ways of integrating career education activities into the regular school curriculum. In addition to the specific career education materials described in the brochure, the Center is involved in the Alliance for Career Education--(ACE)--a consortium of school districts working with the Center to develop career education curriculum materials and to train school district staff.

Further information on The Center for Vocational Education's materials and services can be obtained by contacting The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

4. National Center for Career Education

The National Center for Career Education (NCCE) is a resource center for career education materials and training. Concentrating on acquiring teacher-prepared instructional materials, NCCE provides a means for state and local educators to locate career education resources related to their particular instructional task. The Center places all donated materials in their computer banks which can be readily accessed by computer search. NCCE also provides a training service for local and state educators and offers specific assistance in adapting career education materials to the needs of local and state agencies.

Further information on the Center, costs for training and computer search, is available through the National Center for Career Education, University of Montana, P.O. Box 7815, Missoula, Montana 59807.

5. National Career Information Center

Sponsored by the American Personnel and Guidance Association, the National Career Information Center is involved in the identification, evaluation and utilization of career information for counselors. The services of the NCIC involve collecting, evaluating and disseminating information on career education materials and communicating effective approaches for providing career guidance. Specific services offered to counselors include:

- Inform, a monthly newsletter identifying accurate, relevant career information sources and innovative techniques for guidance counselors
- Career Resource Bibliographies, thirty bibliographies are planned with selected educational and occupational sources for career cluster areas.

For further information on the services available contact the American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

6. ERIC Clearinghouse in Career Education

ERIC (Educational Resources Information Center) is a national information system dedicated to the dissemination of educational research results, practitioner-oriented materials, and other resource information that can be used in developing more effective education programs.

ERIC is funded by the National Institute of Education, Department of Health, Education and Welfare, and operates through a network of 16 clearinghouses, each of which is responsible for particular educational areas. ERIC acquires, evaluates, abstracts, indexes and lists materials and documents in two main reference publications, Resources in Education and Current Index to Journals in Education. These publications provide access to reports on innovative educational programs, current practices of teachers, and significant efforts in educational research, both current and historical.

The ERIC Clearinghouse on Career Education is located at the Center for Vocational Education, The Ohio State University. It offers a wide range of services, including:

- preparation of bibliographies and information analysis papers on current topics of interest and critical problems in the field
- information about ERIC services, assistance with document location, and referral to sources of information
- computer searches of the ERIC system for documents and journal articles relevant to specific problems

7. Idaho's ERIC Resources--Idaho State Department of Education

The State Department of Education in Idaho provides a direct link to the ERIC system and has available all pertinent ERIC resources including:

- Resources in Education: A monthly abstract journal and index which identifies research reports, practitioner-related materials, and other documents of educational significance
- Computer Search Capacity: A terminal tied into the ERIC system which gives access to computer searches of ERIC documents. The service is available to all state school personnel.

In addition, Idaho's Department of Education is involved in establishing three regional centers with a capability for conducting computer searches of ERIC. The regional centers will be located on the state's three university campuses: Boise State University in Boise; University of Idaho in Moscow; and Idaho State University in Pocatello. Searches of ERIC's computer banks will be conducted on request for people in local school districts and microfiche reproductions will be provided by the State Department of Education where a complete ERIC collection is available.

For further information contact Charlie Brown, Coordinator, Dissemination, State of Idaho, Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720.

B. Catalogs and Directories of Career Education Curriculum Materials

Career Education Materials for Retarded Students, Portland, Oregon: Northwest Regional Educational Laboratory, May 1975

Compiled with the collaboration of the Hawaii Department of Education, this guide provides materials designed to help retarded students achieve basic work and social skills. (Brochure in appendix)

A Career Education Primer for Educators: With A Bibliography of ERIC Career Education Literature, ERIC Clearinghouse in Career Education. Information Series No. 4, 1975

This primer introduces career education concepts and provides a bibliography of resources from the ERIC system.

Career Education Resource Guide: Vol. I (K-6), Vol. II (7-12), College of Education, Michigan State University, East Lansing, Michigan 48824, 1975

A catalog of commercial career education materials organized under the headings: Self Awareness, Career Awareness, Decision Making, Planning and Placement. Entries have been evaluated by practicing teachers and counselors.

A Career Education Resource Guide, College of Education, Michigan State University, East Lansing, Michigan, 1977

An annotated bibliography of resources organized according to career development goals, subject areas and grade levels.

EPIE Career Education *S*E*T*, New York: EPIE Institute, 1975

This two-volume set prepared by the Educational Products Information Exchange describes how to select and evaluate instructional materials and contains analyses of seven hundred prescreened materials. To date this is the most complete and thorough review of career education instructional materials that is available. In Idaho it can be obtained from Charlie Brown in the State Department of Education.

Facilitating Career Development: An Annotated Bibliography, II, Carbondale, Illinois: Department of Occupational Education, Southern Illinois University, 1974

This resource offers an extensive bibliography. Of particular interest are the sections on exemplary programs and projects and locally developed approaches to career education.

Key Resources in Career Education: An Annotated Guide, Washington, D.C.: National Institute of Education, 1976

This substantive guide of career education resources was produced in collaboration with the ERIC Clearinghouse in Career Education. Materials include (1) The Why and What of Career Education, (2) Factors in Implementing Career Education, (3) Model and Program Construction, (4) Resource Guides, (5) Organizational Resources. In addition the Guide has a unique decision-path network to help users find the most pertinent information to meet their needs. (copy in appendix)

Resource Book of Low Cost Materials for Career Education, American Institutes for Research, September 1974

The book gives an overview of the tremendous selection available for classroom career education materials. Most are available for minimal cost.

South Dakota Career Education Project: An Annotated Bibliography of Curriculum Materials, Part I and II. 312 Heston Hall, Dakota State College, Madison, South Dakota 57042.

A state developed compendium of national and state developed career education materials.

A Systematic Approach to Evaluating Career Education Materials at the Local Level. Washington D.C.: Peat, Marwick, Mitchell and Company, 1974. 31 pages.

Presents an assessment instrument designed to assist career education practitioners in identifying, classifying and evaluating career education instructional materials. Also lists sources of career education materials.

C. Selected Instructional Materials

The following material descriptions have been selected from a computer search of the National Center for Career Education information banks of state and local curriculum materials. This represents an introduction to instructional materials developed in career education programs throughout the country. In most instances these materials are available for adoption to local programs.

In addition, a listing of curriculum materials from a number of Idaho programs is included at the end of this section. This list of materials represents those received from Idaho projects and as such is not inclusive.

1. Instructional Materials from the National Center for Career Education

150	CAT	LG 32
	INIT	J.S.
	LIB	II
	TITL	Career Education Curriculum Materials Resource Guide
	AUTH	Laing, Harry; Miller, Ray; Cooper, Adaline; Et. Al.
	PUB	Project Info. Regional Education Service Agency, 1210 Thirteenth St., Parkersburg, West Virginia. Pub. Date April 1975.
	SPON	Funding Agency--West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education
	INVY	1 Guide for Instructor
	PGS	Approx. 219 pages
	PRIC	Approx. 21.90 @ .10/page
	IA	Mathematics, language/arts, sciences, social studies, and various occupations for career education philosophy
	PURP	This guide is to be used as a supplemental guide for a comprehensive approach to career education that includes inservice designs. Also guides for administrators, teaching modules and group counseling sessions, suggestions for integration of school and community resources are met through utilization of resource speakers and tours of local institutions.
	LL	Primary, intermediate, junior/middle, senior, post secondary, and administration inservice guide provided.
	PHAZ	Awareness, exploration, preparation
	COA	Self, community and world of work
	CLUS	Marketing and distribution, communications and media, construction, transportation, environmental control, public service, hospitality and recreation, fine arts and humanities, and computer science.

108	CAT	CG 41
	INIT	L.W.
	LIB	I
	TITL	Bread and Butterflies--a Curriculum Guide for Teachers
	PUB	Agency for Instructional Television, Box A, Bloomington, Indiana 47401, Copyright @1974. Pub. Date 1974. /AIT/
	SPON	Exxon Corporation, United States Steel Foundation, Union Carbide Corporation
	PERS	Dr. C. Raymond, Resource Person; James E. Bottoms, Director; N.E. Bottoms, Director, Division of Program and Staff Development, Georgia State Department of Education
	INVY	1 Guide for Instructor
	PGS	136 pages
	PRIC	13.[illegible] @ .10/page
	IA	Mathematics, languages/arts, sciences, social studies, career education
	SUBJ	Career Education
	PURP	Career development with the needs of 9-12 year olds specifically in mind.
	CONT	15-minute color television programs on 16mm and video cassette. All resources available from /AIT/ Agency for Instructional Television.
	LL	Intermediate, junior/middle
	GRAD	7
	PHAZ	Awareness, exploration
	COA	Self, community
	CLUS	Career Education

4	CAT	CG 38
	INIT	BA./LW 0004
	LIB	III
	TITL	Career Education Guide Roads to New Horizons
	PUB	Ashland Public Schools, Ashland, Wisconsin. Pub. Date 1973.
	PERS	K.W. Lustig, Project Director
	INVY	1 Guide
	PGS	147
	PRIC	Approx. 26.50 @ .10/page
	IA	Mathematics, sciences, languages/arts, social studies, other career education
	SUBJ	Career Education
	PURP	Provide all teachers at all levels, in subject areas K-12, with some general idea for the investigation of career education into the regular curriculum.
	CONT	Numerous resources suggested such as: "Peabody Language Development Kit," /DUSO/ Kit (Films and cassettes), and various other filmstrips and film.
	PHIL	Based on 1 or more of 16 concepts of career development in Wisconsin's K-12 guide for integrated career development into local curriculum.
	LL	Pre-school, primary, intermediate, junior/middle, senior, other special/education student.
	PHAZ	Awareness, exploration, preparation
	COA	Self, community, world of work
	CLUS	Business and office, marketing and distribution, construction, agri-business and natural resources, environmental control, public service, health, consumer and homemaking, other career education applicable to many fields.

PRIC	16.00 @ .10/page
IA	Mathematics, languages/arts, sciences, and social studies.
PURP	Curriculum Guide
LL	Pre-school, primary
GRAD	K, 1, 2, 3, 4, 5
PHAZ	Awareness, exploration and preparation
COA	Self, community and world of work
CLUS	Manufacturing, public service, health, hospitality and recreation, personal services, and consumer and homemaking.

156	CAT	CG 12
	INIT	C.R.
	LIB	III
	TITL	Career Education Curriculum Guide Elementary K-5
	AUTH	Ronald Frye, Project Director
	PUB	Washington State Coordination Council for Occupational Education Research and Development Project in Career Education
	SPON	HEW/Office of Education, Washington, D.C. Grant OEG-0-73-2988
	INVY	1 Guide for Instructor
	PGS	Approx. 160 pages.

9	CAT	CG 51
	INIT	BA/LW 0009
	LIB	III
	HOME	Teacher's Activity Guide, no student material
	TITL	Models for Career Education in Iowa, Kindergarten-Grade 6, Staff Development--Career Curriculum Project
	PUB	Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319, Copyright @1974. Pub. Date 1974.
	SPON	Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319
	PERS	Robert D. Benton, State Superintendent of Public Instruction

10	CAT	CG 20
	INIT	BA/LW 0010
	LIB	III
	HOME	6 different originals--one copy
	TITL	Collection of Occupational Clusters, Oregon's Career Education Program (NFT)
	AUTH	Hagebrush, Louise
	PERS	Hagebrush, Louise, teacher
	INVY	7 Guides, total 7
	PGS	36 pages
	PRIC	Approx. 3.60 @ .10/page
	IA	Other career education
	SUBJ	Career education.
	PURP	Familiarize student with the electrical, metal, mechanics, marketing, and forestry career cluster, and help wanted column of newspaper
	LL	Senior
	PHAZ	Exploration, preparation
	COA	World of work
	CLUS	Marketing and distribution, construction, metals, mechanics, manufacturing, electrical, agri-business and natural resources forestry

2377	CAT	TG 461
	INIT	BC
	LIB	III
	HOME	See CAT 154
	TITLE	Reviewing Your Career Decisions
	PUB	Project: Helena Career Education Workshop, Helena Public Schools, Seventh and Allen Streets, Helena, Montana 59601, phone (405) 443-3803
	INVY	1 Instructor Guide, see CAT 154
	PGS	32
	PRIC	3.20 @ .10/page
	IA	Other: Career Education
	SUBJ	History
	CONT	Activities listed to aid in implementing related activities for various subjects. Report folder providing information about vocational and educational interests. Charts to aid students in selecting a career choice right for them as individuals.

	LL	Junior/middle
	GRAD	9
	PHAZ	Awareness, exploration
	COA	Self, world of work
	CE	To make students aware of the skills and educational training already mastered and what career would be most suitable for that individual. To aid students in choosing a career to match knowledge and skills of individual.
1802	CAT	REF 244
	INIT	MT
	LIB	VIII
	TITL	Achievement Competence Training Examination Packet
	PUB	McGraw-Hill Book Co., Webster Division, 8171 Redwood Highway, Novato, California 94947, phone (415) 897-5201
	INVY	1 kit of instructional materials containing: 1 filmstrip with sound, 2 cassettes, 1 filmstrip, 13 learner texts, 13 learner workbooks, 13 instructor guides, 1 catalog: total of 44 pieces
	PGS	2070
	PRIC	250.00
	CONT	Agribusiness, natural resources, business office, communication and graphic arts, construction, electricity and electronics, engineering and manufacturing, food service and home economics, health, marketing, personal services, hospitality and recreation, public and social services, science, fine arts and humanities, transportation
	LL	Intermediate, junior/middle, senior
	GRAD	6, 7, 8, 9, 10
	SC	Tape cassette and film projector required
	PHAZ	Awareness, exploration, preparation
	COA	Self, community, world of work
	CE	The career exploration program that provides flexible and comprehensive approach to education for career choice. Explores 13 career clusters.
1225	CAT	GAC 71
	INIT	HM 0417
	LIB	II
	TITL	Career Education and Home Economics
	AUTH	Christen, Carol A.
	PUB	Houghton Mifflin Company, Boston, Mass. Copyright @1975
	INVY	1 Guide
	PGS	62 pages
	PRIC	Unknown
	IA	Sciences
	SUBJ	Guidance series IX: Career education and the curriculum--home economics
	METH	Author has attempted to organize and present some ways that appear workable and listed resources dealing with implementation
	LL	Other, teachers and counselors
	PHAZ	Preparation
	COA	Self, world of work
	CLUS	Consumer and homemaking, other, career education and home economic curriculum guidance
	CE	To help relate career education to field of home economics for high school economics teachers. Coverage of topic of importance in contemporary counseling and guidance practice

511	CAT	CG 57
	INIT	CR
	LIB	I
	TITL	Career Education Activities for Subject Area Teachers, Grades 1 Through 6
	AUTH	Lawson, Jane and Finn, Peter, et al.
	PUB	ABT Publications, 55 Wheeler Street, Cambridge, Mass. 02138 Copyright ©1975. Pub. Date 1975.
	SPON	National Institute of Education/HEW/Washington, D.C.
	INVY	1 Guide for Instructor
	PGS	325 pages
	PRIC	Approx. 32.50 @ .10/page
	IA	Mathematics, languages/arts, sciences and social studies
	SUBJ	Career education for subject area teachers
	PURP	Designed as a resource book to supplement regular curriculum
	LL	Primary and intermediate
	PHAZ	Awareness, exploration and preparation
	COA	Self, community and world of work
	CLUS	Business and office, communications and media, construction, transportation, personal services, and fine arts and humanities
	CE	Students are aware of available career opportunities, adult roles and capabilities, and the opportunities for both specialized occupational training and basic academic skills.

509	CAT	CG 55
	INIT	CR
	TITL	Career Education Activities for Subject Area Teachers, Grades 9 Through 12
	AUTH	Finn, Peter and Lawson, Jane, et al.
	PUB	ABT Publications, 55 Wheeler Street, Cambridge, Mass. 02138 Pub. date 1975
	SPON	National Institute of Education/HEW/Washington, D.C.
	PERS	Peter Finn, Project Director
	INVY	1 Guide for Instructors
	PGS	18 pages
	PRIC	Approx. 31.80 @ .10/page
	IA	Mathematics, languages/arts, sciences and social studies
	SUBJ	Career education activities for all instructional areas listed in 3.1
	PURP	This material discusses how you can integrate the activities into particular subject areas in ways that achieve both career education goals and subject area goals
	LL	Junior/middle and senior
	GRAD	9, 10, 11, 12
	PHAZ	Exploration and preparation
	COA	Self, community and world of work
	CLUS	All
	CE	A curriculum guide designated for grades 9-12 which provides exclusively for subject area teachers a variety of career education activities which are representative of best activities, involve students

113	CAT	CG 42
	INIT	L.W.
	LIB	III
	TITL	Career Awareness--Grade One
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702 Pub. date 1973
	SPON	U.S. Office of Education Dept./HEW/Health, Ed and Welfare. Part "C" Grant #26 10 22 L
	PERS	George Washburn, Career Development Counselor
	INVY	1 Guide for Instructor
	PGS	121
	PRIC	Approx. 12.10 @ .10/page
	IA	Social studies, career education
	SUBJ	Career education
	PURP	Gather ideas relating to careers used in classrooms and make them available to teachers in grade 1
	CONT	American Guidance Service kit "Developing Understanding of Self and Others"/DUSO/Other resources used are films, filmstrips and cassettes
	LL	Primary
	GRAD	1
	PHAZ	Awareness
	COA	Public service, health, career education
	CLUS	Career education

103	CAT	CG 45
	INIT	L.W.
	TITL	Career Awareness-Grade Five
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702. Pub. date 1972
	SPON	U.S. Department of Education, Dept. of HEW/Health, Education and Welfare, Part "C" Grant #2610226
	PERS	George Washburn, Career Development Counselor
	INVY	1 Guide for Instructor
	PGS	250 pages
	PRIC	Approx. 25.00 @ .10/page
	IA	Mathematics, languages/arts, sciences, social studies, career education
	PURP	Present career education ideas in as integrated form within most subject areas to all teachers in grade 5
	CONT	Centered around group of filmstrips with cassettes.
	LL	Intermediate
	GRADE	5
	PHAZ	Awareness, exploration
	COA	Self, community
	CLUB	Business and office, communications and media, construction, manufacturing, transportation, agri-business and natural resources, marine science, environmental control, public service, health career education

992	CAT	TG 78
	INIT	DM 0254
	LIB	II
	TITL	Career Activities in Mathematics
	AUTH	Boise Independent School District Personnel
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702 Pub. Date June 30, 1975
	SPON	Idaho State Department of Vocational Education/Issue/Idaho State Capitol, Boise, Idaho 85702
	PERS	George Washburn, Publisher's phone (208) 336-1370
	INVY	1 other, Teachers Guide
	PGS	173
	PRIC	Approx. 17.30 @ .10/page
	IA	Mathematics
	subj	Career activities in mathematics
	PURP	To gather and develop many of these ideas and make them available to all 7th, 8th and 9th graders in an integrated format within math, science, language/arts, foreign language, social science
	METH	The cross-reference index will indicate grade, subject, career cluster, occupation and in most instances, subject content
	LL	Junior/middle, other, teachers
	PHAZ	Awareness, exploration
	COA	Other, education
	CLUS	All
	CE	Any one activity in the book might be used by a teacher or student without involving any other activities

1102	CAT	REF 64
	INIT	US
	LIB	V
	TITL	Turn On and Experience the Future
	PUB	George Washburn, Career Education, Boise Public Schools, 1207 Fort Street, Boise, Idaho 83702
	INVY	1 Pamphlet (contains questions and answers)
	PGS	7 pages
	PRIC	Approx. .70 @ .10/page
	IA	Career education
	SUBJ	Career education
	PURP	To give information about answers and questions in career education
	LL	Post secondary, adult, collegiate, post graduate and senior citizens
	PHAZ	Awareness
	COA	Self
	CLUS	All
	CE	This question and answer pamphlet discusses what career education is and how it affects you, the teacher and what you do in the classroom

2101	CAT	DG 71
	INIT	LCM
	LIB	IV
	TITL	Career Activities in French and Spanish
	AUTH	Gagnon, Kathleen M. and Wimer, Vicki K.
	PUB	The Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702 Phone (208) 336-1370
	SPON	Idaho State Department of Vocational Education

	INVY	1 Guide for Instructor
	PGS	107 pages
	PRIC	Approx. 10.70 @ .10/page
	IA	Languages/arts
	SUBJ	French and Spanish
	LL	Junior/middle
	SG	Language, French and Spanish
	PHAZ	Awareness and exploration
	COA	Self and world of work
	CLUS	All
	CE	These activities are means to an enrichment supplement to the regular school curriculum taught at those times when the instructor determines they are most applicable to that subject's concepts, helps to show relationships between the school subjects and practical application through stimulated activities

	INIT	CR
	LIB	I
	TITL	Career Activities in Mathematics, Grades 7, 8, 9
	AUTH	Washburn, George and King, George, et. al.
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702
	SPON	Idaho State Department of Vocational Education, Boise, Idaho
	INVY	1 Guide for Instructor
	PGS	130 pages
	PRIC	Approx. 13.00 @ .10/page
	IA	Mathematics
	SUBJ	Career activities in mathematics
	PURP	To integrate mathematics with career activities
	LL	Junior/middle
	PHAZ	Exploration
	COA	Self, community and world of work
	CLUS	All
	CE	The purpose of this guide is to help show relationships between school subjects and practical application through stimulated activites emphasizing math.

989	CAT	TG 75
	INIT	MT 0251
	LIB	II
	TITL	Career Activities in Social Science Grades 7-9
	AUTH	Boise Independent School District Personnel
	PUB	Career Development Consultant, 1207 Fort Street, Boise, Idaho 83702
	SPON	Funding Agency: Idaho State Department of Vocational Education
	PERS	George Washburn, Career Development Specialist (208) 336-1370
	INVY	1 Guide
	PGS	139
	PRIC	Approx. 13.90 @ .10/page
	IA	Other, career education
	SUBJ	Career activities in social science
	PURP	To gather and develop many of these ideas to make them available to 7th, 8th, and 9th graders in an integrated format within social science
	LL	Junior/middle
	PHAZ	Awareness, exploration
	COA	World of work

	CLUS	All
	CE	To help show relationships between school subjects and practical application through stimulated activities. These activities are meant to be an enrichment supplement to the regular school curriculum.

990	CAT	TG 76
	INIT	LCM 0252
	LIB	II
	TITL	Career Activities in Language Arts: Grades 7-9
	AUTH	Boise Independent School Personnel
	PUB	Career Development Consultant, 1207 Fort Street, Boise, Idaho 83702
	SPON	Funding Agency: Idaho State Department of Vocational Education
	PERS	George Washburn, Career Development Consultant (208) 336-1370
	INVY	1 Guide
	PGS	209
	PRIC	Approx. 20.90 @ .10/page
	IA	Languages/arts
	SUBJ	Career activities in languages/arts
	PURP	Objective: To gather and develop activities and ideas and make them available to all 7, 8, 9 graders
	LL	Junior/middle
	PHAZ	Awareness, exploration
	COA	Self, world of work
	CLUS	All

991	CAT	TG 77
	INIT	CM 0253
	LIB	II
	TITL	Career Activities in Science Grades 7-8-9
	AUTH	Ablin, Faye; Adams, Janet, et al.
	PUB	George Washburn, The Independent School District of Boise, Idaho 83702
	SPON	Funding Agency: Idaho State Department of Vocational Education
	PERSON	Lloyd Eason, Publisher's phone (208) 336-1370
	INVY	1 Guide
	PGS	148
	PRIC	Approx. 14.80 @ .10/page
	IA	Sciences
	SUBJ	Science
	PURP	Objective: Develop ideas and make them available to 7-9 graders One activity can be used without others.
	LL	Junior/middle
	PHAZ	Exploration
	COA	World of work
	CLUS	Other, science
	CE	Help show relationships between school subjects and practical application through stimulated activities. Activities enrich regular high school curriculum.

172	CAT	TG 9
	INIT	L.W.
	LIB	I
	TITL	Career Activities in Science Grades 7, 8, 9
	PUB	Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702 Pub. date June 1975. (208) 336-1370
	SPON	Idaho State Department of Vocational Education
	PERS	George Washburn, Project Director, Phone (208) 336-1370
	INVY	1 Guide for Instructor
	PGS	143 pages
	PRIC	Approx. 14.30 @ .10/page
	IA	Sciences
	SUBJ	Science applications in the 15 career clusters
	PURP	"Help show relationships between school subjects and practical application through simulated activities
	METH	May be used as entire class activities, small group assignments, or individual study
	LL	Junior/middle
	PHAZ	Exploration
	COA	Community
	CLUS	Industrial arts, fine arts and humanities, and consumer and homemaking.
	CE	"Help show relationships between school subjects and practical application through simulated activities."

173	CAT	TG 11
	INIT	L.W.
	LIB	I
	TITL	Career Activities in Social Science Grades 7, 8, 9
	PUB	Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702 Pub. date June 1975 (208) 336-1370
	SPON	Idaho State Department of Vocational Education
	PERS	George Washburn, Project Director Phone (208) 336-1370
	INVY	1 Guide for Instructor
	IA	Social studies
	SUBJ	Social science applications to the 15 career clusters
	PURP	"Help show relationships between school subjects and practical application through simulated activites
	METH	May be used as entire class activities, small group assignments, or individual study
	LL	Junior/middle
	PHAZ	Exploration
	COA	Community
	CLUS	Industrial arts, fine arts and humanities, and consumer and homemaking
	CE	"Help show relationships betwen school subjects and practical application through simulated activities"

512	CAT	CG 58
	INIT	CR
	LIB	I
	TITL	Career Activities in Language Arts Grades 7, 8, 9
	AUTH	Washburn, George and King, George, et al.

	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702, Copyright @1975
	SPON	Idaho State Department of Vocational Education, Boise, Idaho
	PERS	George Washburn, Career Development Consultant
	INVY	1 Guide for Instructor
	PGS	204 pages
	PRIC	Approx. 20.40 @ .10/page
	IA	Languages/arts
	SUBJ	Career activities in language arts
	PURP	To integrate language arts
	LL	Junior/middle
	PHAZ	Exploration
	COA	Self, community and world of work
	CLUS	All
	CE	The purpose of this program is to gather and develop ideas relating to careers which are being used in the classroom, emphasizing language arts.

117	CAT	CG 11
	INIT	L.W.
	LIB	I
	TITL	Career Development for Ninth Grade
	AUTH	Idaho State Board for Vocational Education
	PUB	Idaho State Board for Vocational Education, 518 Front Street, Boise, Idaho 83501 Pub. date 1972. Project Information: Lewis and Clark State College
	SPON	Lewis and Clark State College, Lewiston, Idaho 83501. Voc. Act of 1963
	PERS	Nancy Stalter, Project Director
	INVY	1 Guide for Instructor Equipment needed to use suggested audio-visual aids: cassette sound tape recorder-player, 35mm filmstrip projector for 105 filmstrips with cassettes, and 16mm movie film projector. Basic references: Dictionary of Occupational Titles, Vol. II, Occupational Outlook Handbook, Encyclopedia of Careers and Vocational Guidance, Vol. I and II, and Career Opportunities Vol. I-V.
	PGS	Approx. 160
	PRIC	Approx. 16.00 @ .10/page
	IA	Career education
	SUBJ	Career development
	PURP	A basis to assist teachers in presenting career development concepts
	LL	Junior/middle
	PHAZ	Exploration
	COA	Self, community and world of work
	CLUS	Career education

170	CAT	TG 10
	INIT	L.W.
	LIB	I
	TITL	Career Activities in Language Arts Grades 7, 8, 9
	PUB	Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702. Pub. date June 1975.
	SPON	Idaho State Department of Vocational Education

	PERS	George Washburn, Project Director
	INVY	1 Guide for Instructor
	PGS	189 pages
	PRIC	Approx. 18.90 @ .10/page
	IA	Languages/arts
	SUBJ	Language arts applications in the 15 career clusters
	PURP	"Help show relationships between school subjects and practical application through simulated activities"
	METH	May be used as entire class activities, small group assignments, or individual study
	LL	Junior/middle
	PHAZ	Exploration
	COA	Community
	CLUS	Construction--industrial arts, fine arts and humanities, and consumer and homemaking
	CE	"Help show relationships between school subjects and practical application through simulated activites"

171	CAT	G 8
	INIT	L.W.
	LIB	I
	TITL	Career Activities in Mathematics Grades 7, 8, 9
	PUB	Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702, Pub. date June 1975 (208) 336-1370
	SPON	Idaho State Department of Vocational Education
	PERS	George Washburn, Project Director
	INVY	1 Guide for Instructor
	PGS	71
	PRIC	Approx. 19.10 @ .10/page
	IA	Mathematics
	SUBJ	Math applications in the 15 career clusters
	PURP	Help show relationships between school subjects and practical application through simulated activities
	METH	May be used as entire class activities, small group assignments or individual study
	LL	Junior/middle
	PHAZ	Exploration
	COA	Community
	CLUS	Construction and industrial arts, fine arts and humanities, and consumer and homemaking
	CE	Help show relationships between school subjects and practical application through simulated activities

1	CAT	CG 45
	INIT	BA/LW 0001
	LIB	III
	TITL	Career Awareness--Grade Four
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702 Pub. date 1973
	SPON	U.S. Office of Education Grant # Part "C" Grant, Department of HEW/Health, Education and Welfare, HEW
	PERS	George Washburn, Career Development Counselor
	INVY	1 Guide
	PGS	231

	PRIC	Approx. 23.10 @ .10/page
	IA	Mathematics, sciences, language/arts, social studies, other career education
	SUBJ	Career education
	PURP	Present career education ideas in an integrated form within most subject areas to all teachers in grade 4.
	CONT	DUSO D-2 Units 4-8 developing understanding of self and others, and a group of filmstrips are the center of the guidance activities. DUSO/
	LL	Primary
	GRAD	Grade 4
	PHAZ	Awareness, exploration
	COA	Self, community
	CLUS	Business and office, marketing and distribution, communications and media, manufacturing, transportation, agri-business and natural resources, environment

2	CAT	CG 44
	INIT	BA/LW 0002
	LIB	III
	TITL	Career Awareness--Grade Three
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702, Pub. date 1973
	SPON	U.S. Office of Education, Grant # Part "C" Grant #2610226, Dept. of HEW/Health, Education and Welfare /HEW/
	PERS	George Washburn, Career Development Counselor
	INVY	1 Guide, film-strips not available in library
	PGS	239
	PRIC	Approx. 23.90 @ .10/page
	IA	Mathematics, sciences, languages/arts, social studies, other career education
	SUBJ	Career education
	PURP	Present career education ideas in an integrated form within most subject areas to all teachers in Grade three
	CONT	DUSO D-2 units 1-4 developing understanding of self and others
	LL	Primary
	GRAD	Grade 3
	PHAZ	Awareness, exploration
	COA	Self, community
	CLUS	Business and office, marketing and distribution, construction, manufacturing, marine science, public service, health

3	CAT	CG 43
	INIT	BA/LW 0003
	LIB	III
	TITL	Career Awareness--Grade Two
	PUB	Boise Independent School District, 1207 Fort Street, Boise, Idaho 83702 Pub. date 1973
	SPON	U.S. Office of Education Grant # Part "C" Grant #2610226 Department of HEW, Health, Education and Welfare
	PERS	George Washburn, Career Development Counselor
	INVY	1 Guide
	PGS	205 pages
	PRIC	Approx. 20.50 @ .10/page

	IA	Mathematics, languages/arts, social studies, other career education
	PURP	Present career education ideas in an integrated form within most subject areas to all teachers in grade 2
	LL	Primary
	GRAD	Grade 2
	PHAZ	Awareness, exploration
	COA	Self, community
	CLUS	Business and office, marketing and distribution, communications and media, construction, transportation, agri-business and natural resources, public service, other career education
2476	CAT	TG 479
	INIT	JS
	LIB	III
	TITL	Self Contained Occupational Investigation Modules: Module Three, Economic and Societal Factors
	AUTH	Mclain, Nancy
	PUB	Project Information: Robert L. Smith, Project Director, East Texas State University, Commerce, Texas 75428 Copyright @1975
	SPON	Funding Agency: Texas Education Agency
	INVY	1 Guide or Manual for the Instructor
	PGS	48 pages
	PRIC	Unknown
	IA	Social studies
	SUBJ	Economic and societal factors in occupational investigation
	CONT	Covers these areas: what kind of job do you want to do? why work? choosing a job, getting a [illegible]b, on the job
	LL	Junior/middle
	PHAZ	Awareness, exploration and preparation
	COA	Self, world of work
	CE	A booklet designed to acquaint students with the varied systems used to classify occupations, make students aware of the dignity of all types of work and prepare them for getting a job
2473	CAT	TG 475
	INIT	JS
	LIB	III
	TITL	Self Contained Occupational Investigation Modules: Module One, Self Appraisal
	AUTH	Hovestadt, Alan S.
	PUB	Project Information: Robert L. Smith, Project Director, East Texas State University, Commerce, Texas 75428
	SPON	Funding Agency: Texas Education Agency
	INVY	1 Guide or Manual for the Instructor
	PGS	49 pages
	PRIC	4.90 @ .10/page
	IA	Social studies
	SUBJ	Self appraisal
	CONT	Eleven sessions exploring values, interests, self, strengths, people's similarities and differences, personal preferences, characteristics, work, knowledge of skills and abilities, interests and aptitudes

	LL	Junior/middle
	PHAZ	Awareness, exploration and preparation
	COA	Self, world of work
	CE	To help junior high school students realize where their priorities are by analyzing the things they do daily. This increased self awareness is beneficial in helping students to better evaluate themselves in relation to future career options.

	INIT	LCM
	LIB	VII
	TITL	The Community and School-Based Career Education: Parents and School-Based Career Education
	AUTH	Shade, Barbara J.
	PUB	Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 Copyright @ 1974. Pub. date 1974
	SPON	National Institute of Education /HEW/
	PERS	Robert E. Taylor, Director Phone (614) 486-3655
	INVY	1 Other
	PGS	45 pages
	IA	Career education
	SUBJ	Parents and school-based career education
	PURP	This unit offers ideas about how parents can constructively contribute to school career education programs
	PHAZ	Awareness and exploration
	COA	Self and world of work
	CLUS	All
	CE	This unit offers ideas about how parents can constructively contribute to school career education programs

885	CAT	TD 725
	INIT	CM
	LIB	III
	TITL	Four State Project Activities
	PUB	Cadre Participants, Salem, Oregon Pub. date 1975
	INVY	250 activities/ideas (approx.)
	PGS	600
	PRIC	Approx 60.00 @ .10/page
	SUBJ	All areas, career education
	PURP	Approximately 250 separate ideas/activities to enable learners to identify and clarify personal abilities, interests and values in relation to their career developments major concern values and self awareness
	LL	Pre-school, primary and intermediate
	GRAD	K, 1, 2, 3, 4, 5, 6
	PHAZ	Awareness and exploration
	COA	Self, community and world of work
	CLUS	All
	CE	List of several activities/ideas, other examples are: questions on "road to understanding, value work graph, interests, questionnaire, how feelings relate to occupational choice appendix forced choice tests, worksheets. (All areas), cooperative work experience" (roles of employer vs. worker, etc.) career in-service workshop, various occupations, decision-making

627	CAT	REF 124
	INIT	CM 0207
	LIB	VIII
	TITL	Request for Career Development Project Proposals
	PUB	Ohio Department of Education, Division of Vocational Education, Room 903, State Office Building, 65 South Front Street, Columbus, Ohio 43215
	INVY	1 other, reference
	PGS	15
	PRIC	Approx. 1.50 @ .10/page
	IA	Other, career education
	SUBJ	Career education
	PURP	Prepare students with necessary information and experience to prepare them for living and working in society
	LL	Pre-school, primary, intermediate, junior/middle, senior
	GRAD	K-10 in preparation for 11-12
	PHAZ	Exploration
	COA	World of work
	CLUS	Career education
	CE	This program helps students to make vocational education or pre-professional education choices in 11-12 grade. It combines efforts of home, school and community and reaches from pre-school through adulthood.

2. Comprehensive Career Education Module

The AIR Comprehensive Career Education Module is one segment out of a system-wide plan that shows how to modify present curriculum from kindergarten through high school so youngsters are exposed to career-related activities each year they're in school.

The system was designed around theories of child growth and career development. Ideas about survival skills for adult living and criterion referenced school objectives were included. Teachers use eight goal areas as their reference point and can modify 61 instructional guides to fit student objectives, depending on the subject matter at hand.

The Comprehensive Career Education Module and related materials were originally developed by the Center for Vocational Education. However, 61 of the 90 modules developed by this project have been field tested by the American Institutes for Research (AIR).

3. Experience-Based Career Education (EBCE) Materials

Four regional educational laboratories--Far West Laboratory for Educational Research and Development, Research for Better Schools, Appalachia Educational Laboratory and Northwest Regional Educational Laboratory--have been involved since 1972 in the development of EBCE. This alternative program of comprehensive individualized learning provides opportunities for students to explore a variety of career options and to actively participate with resource persons in business, industry, labor unions and community agencies while completing academic projects.

Each of the laboratories has produced extensive instructional and training materials to help local schools and districts adopt and adapt the EBCE program to meet their own school and community needs. A listing of materials produced by all four laboratories may be found in section 2.1.3, B. Instructional materials produced by NWREL include Project Ideabook: Sample Student Projects Using the Community As A Learning Resource, Student Guide to Writing A Journal, Student Competencies Guide, Student Record of Community Explorations and Experience-Based Learning: How To Make the Community Your Classroom.

4. Examples of Idaho Curriculum and Career Education Materials

A. Boise School District

The purpose of these materials is to collect and develop career education activities for seventh, eighth and ninth grade teachers. The activities are integrated into the mathematics, science, language arts, foreign language and social science curricula. Included are the following: Career Activities in Language Arts, Career Activities in Mathematics, Career Activities in French and Spanish, Career Activities in Science and Career Activities in Social Science.

The district has also developed Career Awareness Guides for grades K-6. Each unit contains a section on a) Concepts, b) Materials and c) Activities. The activities are designed to create an awareness of the world of work and how it relates to education.

Presently under development are a Career/Language Arts Activity Guide for grades 10-11 and Career/Life Science Curriculum Guide for grades 10-11. (The Boise materials are available through each school district in the state. Also available is a pamphlet titled "Career Education in the Boise Public Schools.")

B. Minidoka County School District

Minidoka School District has compiled a Career Education Activity Guide to assist teachers, grades K-12, in integrating career education into all subjects and grade levels.

C. Nampa School District #131

World of Work-Career Awareness Program. The district has developed integrated career awareness teaching units for grades K-6.

D. University of Idaho--Multi-Occupations Curriculum Guide

Prepared by the Division of Vocational Teacher Education, this curriculum guide to multi-occupations offers a career preparation program for high school seniors.

D. Analysis

1. Use of the Materials

Depending upon the organizational structure and staffing pattern of an LEA or an SEA, the first step in the use of the materials described in section 2.1.1 is assigning an individual the responsibility of reviewing the descriptions to determine the materials pertinent to achieving the organization's objectives. That individual may be the curriculum director, a faculty member, a planner, a career or vocational education director or other--the title is not as significant as the person having the specific assignment and responsibility. Because of the increasing volume of career education materials, the individual assigned reviewing responsibilities may wish to initiate his or her assignment by consulting some of the comprehensive directories and catalogs specified in this section. The materials identified can also have utility for advisory committees, faculty and departmental committees, task forces and boards of education. Typically, the individual with responsibility for materials acquisition, review and screening will be serving as staff to one of these kinds of groups. The materials may be applied directly (with permission of the author, if required), adapted or merely used as a rationale or point of departure for development of localized and primarily original materials. Titles of materials are often misleading and the materials reviewer should study detailed annotations to determine if materials are really what are needed in the local situation.

2. Potential Benefits of Using the Materials

"Reinventing the wheel" is seldom needed in education or the other social services. Gains in time and knowledge from a few minutes spent in reviewing what has been planned and what has been done may equal days or weeks spent in development of an idea or practice begun with little or no attention to existing information. Most of the materials described in section 2.1.1 give the practitioners' views relative to whether problems were solved and how, and their views relative to the potentials and limitations of ideas or practices. These perceptions help subsequent users anticipate outcomes of using materials. Reviewers should recognize, however, that authors describing materials tend to emphasize the materials' good qualities and sublimate their shortcomings.

In addition to saving time and gaining knowledge, there are at least two psychological benefits for the innovator who uses existing instructional materials carefully: (a) the materials provide a map and the assurance that someone "has come this way before"--an assurance the innovator needs as he or she seeks reinforcement for an idea or practice and (b) the materials provide a baseline for improvement of instructional materials or practices, and improvement is a prime motive for anyone engaged in identifying, testing and implementing new instructional practices.

2.1.2 CAREER EDUCATION FACILITIES

A. Options for Facility Development and Planning

B. Selected Career Education Facility Descriptions

C. Analysis

2.1.2 CAREER EDUCATION FACILITIES

The goals and characteristics of career education programs have implications for the selection of facilities. An active learning process geared to the real world must provide opportunities for students in diverse environments inside and outside the school. Consequently, adequate planning to ensure a variety of options for students is important. A facility need not be expensive or lavishly equipped. It may be a modified classroom or a network of placement locations in the community, but what it is must be determined through a well-organized planning process.

In a recent publication entitled A Facilities Handbook for Career Education, the authors review 21 career education programs across the country, and point out that effective activities are operating out of facilities as diverse as the projects that inspired them. But the important ingredient is that local school people and their communities must carefully explore, plan and develop facilities appropriate to program goals and objectives and consistent with local needs and resources.

The following sections provide a perspective on planning considerations and possible solutions in the development of career education facilities.

A. Options for Facility Development and Planning

III. IMPLEMENTATION OF FACILITIES

INTRODUCTION

Following the planning of the career education program goals, objectives, and proposed activities, selection and implementation of the facility to support the program can begin. This chapter describes the sequence of steps in the process of planning the facility, gives examples of several different types of facilities that might be appropriate for different applications, and discusses various factors that should be considered by an administrator in selecting and implementing the types of facilities best meeting the needs of his career education program.

Facilities that can support career education programs are not necessarily different from traditional educational facilities. Indeed, successful career education programs are frequently conducted in standard classrooms, with little or no modification to the existing space. The major difference between the standard educational practice and the implementation of facilities for career education programs is in the nature of the activities or program that the facilities support. There is no special mystique surrounding the establishment of career education facilities; there is, however, a wide range of types of facilities within which career education can take place, and considerable care must be taken to choose the type most appropriate for a given application.

While the chapter gives examples of effective use of a variety of facilities in career education, it tends to emphasize the use of traditional classroom space for programs in the early phase of awareness. The classroom is convenient; furthermore, it can be effective for career education when teachers and administrators learn to use the classroom space in new ways, and when they become familiar and comfortable with the demands and opportunities implicit in career education activities. For example, career education implies arrangements that provide for individual review of multimedia presentations; it implies simulated experiences in early years, leading to hands-on experiences; and it often suggests new ways of teaching regular subjects to integrate career education into the regular curriculum.

For later activities in career exploration and preparation, classrooms can be supplemented with, or replaced by, other kinds of facilities. Some that have been used successfully include relocatable units, particularly, mobile units; "found space" in the community; and, of course, new buildings. The new buildings can, in some cases, serve as central career centers that are used by a number of different schools in a district.

The chapter discusses this array of facility types and considerations that should influence a school administrator's selection of a particular type. To make these general considerations meaningful and operational, specific examples are cited from the literature and from SDC's own observations of selected career education programs. In these examples, emphasis is placed on the factors, pro and con, that led school officials to choose one configuration over another.

Many of the programs described in this chapter were observed first-hand and are documented, through text and illustrations, in Chapter IV. The remainder were drawn from the literature.

RELOCATABLE UNITS

Definition

Relocatable facilities include portable units that can be picked up and moved on trucks; modular units that can be assembled in different ways depending on their intended uses; and mobile units, which are pulled by truck or tractor from one school to another.

Considerations for Selection

Relocatable units share a number of general characteristics that make them good candidates for career education facilities. The cost of relocatable units is far less than the cost of most new facilities, and they are sufficiently flexible to serve career education programs at any grade level. They can be custom-designed to serve a range of programs, including those that use heavy shop equipment or extensive audiovisual equipment.

The quick availability of relocatable facilities is an important feature: career education programs are being developed rapidly, to meet demands for programs. Two programs designed for use in Bingham County, Idaho,[1] were a career center and a simulated mortgage and loan office. Anxious to establish the program, the staff was able to obtain two mobile units fairly easily. A program in Rough Rock, Arizona, obtained a completely equipped science unit that included a curriculum design and staff training component.

Training in a variety of skills is important in the Preparation phase of career education programs, and mobile units can be used effectively for the teaching of welding, building trades, electricity skills, and so on, because many come equipped with all tools and instructions needed in skill-training programs. A recent article in American School and University (1) described a program in Arkansas that uses a mobile machine shop, complete with ten lathes and other equipment; an electronics shop; a building trades shop; and an air-conditioning and refrigeration shop. A program described in Industrial Education (2), in Wilkes County, South Carolina, teaches welding, carpentry, and electrical wiring, all in the same unit. Two relocatable units in the Bridgeport, Connecticut, career education program are equipped to teach food services, health services, electronics, and welding. The BCP (Bingham County Office Program) unit in Idaho is equipped with all of the desks and other accoutrements that one would find in a mortgage and loan company, to simulate all of the skills that are used in a corporation.

The awareness phase of career education can also be effectively supported by mobile units. For example, the PACE center (Programmed Activities for Career Exploration) in Idaho is equipped with booths containing audio-visual presentations; PACE travels among five rural high schools presenting material on a wide variety of careers.

The mobility of these units is considered quite important by some career education users. According to the previously cited article in Industrial Education, the New Jersey State Department of Education uses relocatable units to introduce programs on an experimental basis. In effect, these units provide a traveling show that presents a variety of career education programs throughout the district. Programs found particularly beneficial and cost-effective can subsequently be adapted to more permanent facilities.

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[1] Programs that are mentioned in this section without a bibliographic citation were included in site visits and are documented in Chapter IV.

Mobility is also important for districts that want to avoid transporting students to a common location. The Arkansas program circulates four skill-training units throughout several rural communities. The Rough Rock unit brings information about science careers to isolated areas of the reservation.

Another important asset of relocatable facilities is that, because they are not part of the standard classroom, they can provide a change of pace, a more realistic environment for career education. The BOP mortgage office is an example of a program where the staff felt that the unit would provide a different environment that would allow a more realistic experience than could be acquired in the standard classroom.

There is a definite cost advantage in the sharing of relocatable facilities among several schools. By avoiding the replication of programs and equipment at each school, they may permit considerable cost savings. Moreover, the units themselves are lower in cost than most new permanent construction might be; a mobile unit can be purchased for $8,000 or so (the cost of the PACE unit); more complete and highly customized units cost from $20,000 to $30,000. There are, of course, added costs for the vehicle that pulls the unit, and sometimes parking or storage costs.

Mobile units and other relocatables do have some definite disadvantages in some situations. An article on relocatable units (3) notes that there is time lost in travel, and weather conditions present some inconvenience; sometimes travel over rough roads causes damage to the equipment.(4) And storage spaces may be small. The mobile unit depreciates fairly quickly, as a program in Syracuse discovered; maintenance and travel costs were factors that caused the staff there to move a career center from a mobile unit into an empty classroom. There is, of course, limited space, and in some cases, the number of students who can occupy the unit at one time is usually between 11 and 15 less than the size of most classes. In addition, as the Syracuse staff discovered, it is sometimes difficult to transport the unit in a crowded city; there, special routes had to be worked out in advance of the movement of the unit. It has also been found that the mobile units are sometimes difficult to park on a school grounds because of lack of adequate space. Finally, the use of mobile units may be inappropriate in certain cases because they do not allow for physical expansion, unless the school adds more units.

Considerations for Implementation

Implementation of a program in a relocatable unit often involves work with various state or local regulations and codes. For the prebuilt units used in Bingham County, the state approved the plans before construction. The Bridgeport program found that their temporary unit would not meet the state codes until ramps were installed. Fire regulations often require that doors be kept unlocked during the day, or that a fire extinguisher be installed. (This is, of course, true for almost all types of facilities.) Equipment must be obtained; and, depending on the amount and type, it may be necessary to add gas, electricity, or water. In Bridgeport, many different pieces of equipment were required, and it was important to comply with state and local building codes in installing these. Regulations should be checked with the Public Works Department; toilet facilities may need to be included, though some units come equipped with them. There may also be a need for an air conditioner or heating device to be installed, though some units come equipped with these as well.

Windows, far from being an expensive, nonessential luxury, will give students a good feeling of space in an otherwise close environment. When the staff of the BOP program set up the mobile unit, windows were considered unnecessary; they would now like to add a few, to avoid a closed-in feeling.

Safeguards against break-ins are also important; these may include outdoor lights above the doors, heavy-duty locks, and steel doors.

Some units come equipped with virtually all of the features listed above, while others do not. The individual who arranges for the lease or purchase of the unit should work closely with the manufacturer to determine what facilities should be installed in the unit before it is delivered, and should consult the local building inspector to find out about codes and regulations that must be met. In addition, approval from the local planning and zoning commission may be required.

Many different kinds of relocatable units are in use today in career education programs, and there is a useful lesson to be learned from the Bingham County programs. Before they undertook the selection and implementation of the facilities to support their programs, the staff visited a number of other programs, within the state and within the region, to talk with individuals about the success of their programs. Other programs would doubtless learn a great deal by visiting existing programs using these kinds of units before they implemented a program of their own.

COMMUNITY FACILITIES

Definition

Community facilities, or "found" space, includes any building or space in the community that can be used to support career education programs, on a part-time or full-time basis. This can include vacated buildings, unused office space, garages, churches, and a host of other facilities. Such facilities can be bought, leased, or rented on a short-term basis. Often, schools and businesses share space, a very economical and successful partnership, as reported in an article in the American Institute of Architects Journal. (1)

Considerations for Selection

The use of community space can have distinct advantages for career education programs that stress the importance of the school-to-work transition, and that seek to give students a practical familiarity with the real world outside the school. Because programs at the junior-high and senior-high levels are more community-oriented than elementary-school programs, community facilities are more often used at the higher grades. Yet, a program planned for Welfare Island in New York City, as described by the American Institute of Architects, is an example of programs that have students at elementary and secondary levels using space in the community for virtually all of their studies. (6)

The desire to integrate school and the real world was an important consideration in the Far West Laboratory-sponsored school's decision to operate high-school classes in a high-rise in Oakland.[1] There, they first decided that their program would be more effective if it were outside of the regular classroom environment, and they made plans to move into a mansion located on a lake; they then decided that this provided too "soft" an environment and that, rather than arbitrarily selecting another facility, they needed one that was in the business community itself to provide a realistic base for the program. This kind of facility use can help to answer the often-heard complaint that traditional classrooms are far too artificial an environment for learning about the world of work.

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[1] Programs that are mentioned in this section without a bibliographic citation were included in site visits and are documented in Chapter IV.

Another potential advantage of "found" space in the community is that it may already have a combination of space, storage, special equipment, etc., that might be extremely expensive and time-consuming to create in existing or newly-constructed school buildings. This advantage is particularly important because a career education program is often developed or designed before the facility is located. By considering the entire community as a potential source of appropriate facilities, the staff can see a wide range of options, and it may be possible to match the program needs much more closely than would be possible within the boundaries of the district itself. As an example, a career education media center in Glendale, Arizona, required large storage areas, special space for individual reading, and an extensive off-street parking area. These facilities were not readily available within the district, but were found in a downtown building that had formerly housed a drugstore. The building was not being used and when it was renovated, it became a very suitable facility.

Another example of community space meeting the requirements of a career education program is a program serving grades 4-8 in the Ocean Park area of Los Angeles. The program uses a storefront that was found to have all of the desired features: a sink area for lab work; an adequate storage area; ample space for art projects that could be left out when they were not being worked on; and a large, open room for group meetings. The total facility does not occupy a great deal of space, but it meets all of the program's needs, one of which is to have a central location from which children can be bused around the community to visit businesses, libraries, government agencies, and other sites and experience the careers that are involved.

Finally, bringing the school into the community facilitates school/community contacts and permits more efficient use of space, either through space sharing or through the use of once-vacant facilities. Bass (7) notes the growing trend toward joint occupancy, where schools share space with businesses, community offices, youth clubs, and other facilities. It is often cost-effective, eases property tax burdens, and allows the sharing of programs between schools and businesses, churches, gyms and other facilities. It also makes maximum use of the facility: one that was used only a few hours a day might now be used full time. Education Facilities Labs (8) also make the point that bringing school into the community can give new vitality to an old neighborhood. It makes possible a greater variety of activities than might be accommodated in a school building, since the community is rich with different experiences.

Sharing an existing facility is seen as an option that is usually much more economical than the construction of a new facility, and can be done much more quickly. A district that is anxious to implement a program might find a very appropriate space that could be modified for use fairly quickly and at far less cost than that of a new building. The MOBOC program, in Ocean Park, California, described in Chapter IV, is a good example.

Using community space does have some difficulties. If an old building is chosen, there may be the need to make substantial repairs, and there may be extensive maintenance. Because the community space will not have been designed for school use, substantial modifications may be needed, such as rewiring the complete facility or changing the plumbing. The effort to make the necessary modifications may be greater than the advantages gained. The developers of the programs described in this chapter chose carefully to avoid these pitfalls; they selected facilities that required a minimum of modification.

A potential disadvantage of facilities-sharing is that, when a given space is used at different times by different groups, each user must clear up materials in readiness for the next user. The Ocean Park program first shared a facility used by after-school clubs, but found it inconvenient and established their own facility instead. And when schools share facilities with others, there are legal issues that must be worked out, such as cost-sharing, rights, maintenance, and so on. These are not insurmountable problems, however. As Clinchy notes, the growing trend toward the use of found community space in education suggests that career education directors should consider this option seriously, in planning the facilities that will best support their programs.

Considerations for Implementation

In the selection of found space in the community, it is important to determine whether the facility meets applicable building codes, such as health, fire, and safety codes. Local officials should be consulted during the site selection and planning process. For example, the Ocean Park program found it useful to consult fire officials for advice on how to make the facility safe. There are often regulations pertaining to toilet facilities, exits, electricity, fire alarms, and so forth. Potential zoning restrictions is another area that should be checked out in the planning stages. There are also other issues, summarized by the Educational Facilities Lab: Is the facility esthetically pleasing? What needs to be done to it to make it a pleasant environment? Is public transportation adequate and nearby? Is there parking for school buses, cars and/or bicycles? Are loading docks, hallways, elevators, doorways, adequate?

Another important consideration is the extent to which the program or the student population is likely to expand or change. If the program is likely to be changed, or to accommodate more students, some facilities should be made flexible enough to meet these future needs. The staff's long-range prediction about expansion should be a consideration in the decision on whether to buy or rent, whether the facility will support an expanded or modified program, what modifications are required now, and what ones are likely in the future if the program or student population changes. If the need for the program changes altogether and a different type of facility is required, can the program be moved easily to another location?

If modifications are required, the landlord should be asked to put in writing what changes he agrees to make, and what changes he will permit the school to make. The school usually installs any built-in equipment or furniture, since in most cases "built-ins" belong to the landlord. An architect, building inspector, or other qualified person should examine the facility to determine whether it is structurally sound, in good physical condition, and able to support program activities, as well as to suggest ways to make modifications that are found to be required.

It should be kept in mind that costs of renting or leasing found space in the community may be quite low, as compared with other facility options. The MOBOC program makes extensive use of community facilities without modification, considering the community to be a learning facility in itself. Other programs might find the need to make fairly substantial modifications to found space, but the cost of the renovation of the drug store in Glendale, Arizona, is likely to be lower than costs of a new building and the purchase of a fully equipped mobile unit. Low cost is definitely an important factor to consider in the decision to use existing facilities in the community.

NEW FACILITIES

Definition

New facilities that have been designed and constructed specifically to accommodate career education programs vary in size from the very small centers that have been designed and constructed solely by teachers, parents, and students, to the multimillion dollar complexes designed by architects and constructed by contractors. Some of these new facilities are intended to house a special activity such as growing plants; other facilities, defined as career centers, are used to keep career-related materials; and still others are designed to accommodate as many of the career clusters as interest and funds can support. Although the procedures used for developing each of these types of facilities vary greatly, a few considerations in selecting and implementing a new facility are common to all.

Considerations for Selection

Because of time and expense, a district will rarely feel the need and ability to construct an entire new facility to support its career education program. The construction of a new facility usually is prompted by one or more of the following conditions:

(1) There is no free space available within the total school plant to accommodate the proposed career activity. Storage of materials may be a major problem. Career education activities often use an abundance of equipment or materials; because of the expense of purchasing equipment and materials, many of these resources must be shared among all classrooms and students within a school. This implies the necessity of establishing a centrally located storage and check-out area, or a specific area where students can go to use the materials and equipment.

(2) Special environmental controls not found in traditional school settings are needed. An obvious example is the humid, warm environment needed in a greenhouse. The Harbor Heights project in Gig Harbor, Washington,[1] wanted a program where students could grow and sell plants, and found that the school did not have an adequate facility. They felt that, even if a classroom could be used to simulate a greenhouse, many aspects and real experiences of the occupations involved would never be experienced by the students.

(3) Code restrictions that would govern certain planned activities make it necessary to design special facilities. Activities such as automotive engine repair, fiberglass molding, spray painting, and welding, require that the structure that houses them be constructed of materials that have a fire resistance rating that is much higher than is needed for standard classrooms. For example, the facility that supports a fiberglass molding program in the Highline Occupational Skills Center was made of concrete to provide safety. Building codes may require that these special activities be located in separate facilities and at a specified distance away from other buildings. To locate the activity in the same building as the classroom would require that the entire school comply with the more stringent restrictions, and this can be very expensive.

(4) Existing school facilities are found to be difficult and expensive to modify, or not conducive to simulating career-related activities. For example, the costs of renovating a facility to simulate a greenhouse may be greater than costs of purchasing one. Some structural systems, such as those with internal load-bearing partitions, are not

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[1] Programs that are mentioned in this section without a bibliographic citation were included in site visits and are documented in Chapter IV.

easily modified. Occasionally, existing plumbing such as bathrooms or work sinks interferes with needed space modifications. In some situations where existing school facilities are located in areas of declining populations, it may be desirable to create a new facility in a more central or more populated area. The Highline Occupational Skills Center resulted from the cooperation of three districts that determined that a new, central facility would be economical in avoiding duplication of space and materials among three separate districts.

Even where existing school facilities can be modified, they may still "feel" like a classroom and may fail to provide an environment where the student is able to make meaningful decisions about the "fit" of the career being investigated. The regular classroom environment often detracts from the reality of a simulated occupation. The staff of the Skyline Center, in Dallas, felt that a totally separate environment was needed--again, one that could be used by many different schools. The district constructed special facilities that are called schools, but that more closely resemble working environments of the community. These facilities provide complete training resources and offer opportunities for students to become exposed to many different careers.

(5) There is a desire to upgrade and highlight skills training by developing a special facility to house it. In Billerica, Massachusetts (9), the district felt that vocational education had an unfavorable image, and designed a totally new, exemplary school to house career education programs.

Aside from the obvious disadvantages of cost and long lead time, the construction of new facilities for career education programs is often difficult to "sell" to a community and, therefore, difficult to finance. There is also the problem of having to acquire enough land to accommodate the facility, and at a location that is convenient for the school or schools that will use the facility. Another disadvantage is the need to predict future program expansion or expansion of the student population in such a way that the facility can be designed to accommodate such expansion or change. While there are circumstances in which the construction of a new building is the best (or only) solution, the process is time-consuming and costly, and other options should be given careful consideration.

Considerations for Implementation

In implementing a new career education facility, no matter what size, the district will need to consider the following issues, most of which are not unique to career education facilities but would apply to the development of any education facility.

(1) What needs the new facility should meet. Assuming that the program goals have already been set, the staff should now define the specifications that the facility design should meet. Some spatial needs are obvious, such as the need for storage and display of career-related materials. A five-story facility described in School Shop (10) used 60 separate committees, each determining the particular needs of a different skill area. Representatives of industry were closely involved. When the Lake Weston, Orlando, facility was developed, the staff identified the need for centralized storage of materials that had previously been located in different areas around the school. For the Skyline Center, the staff made an intensive survey of the community to identify the careers that should be included. In Billerica, Massachusetts (11), the superintendent-director developed course outlines and visited many high schools to create the educational specifications for an "exemplary design" to serve 1,400 students.

(2) Sources and amount of funding. Smaller projects may receive funding from maintenance budgets, special fund raising events, or donations from parents and friends of the school. These donations often come in the form of materials and labor. At Lake Weston, parents donated most of the materials that were used. Large-scale projects will need to promote their cause to the state department of education in the form of a proposal and often to the community in the form of a bond issue. For example, the Riverton center was built after a committee planned the center and the community passed a bond issue for $1,490,000.

(3) Preparing the necessary plans and specifications. State departments of education, along with the local building department, will want to review any proposed physical change to the total school plant. Small projects can usually be represented by simple drawings produced by a teacher or any other person who is capable of describing graphically the dimensions, location, and construction of the facility. A large-scale project will require sophisticated drawings produced by a registered architect, and the review process may be quite lengthy and stringent. The services of an architect were critical in the development of the Skyline, Riverton, and Highline Occupational Skills projects. In these projects, close cooperation between architect and school personnel was considered very important.

(4) Selection of an architect. The district should publicize their intention to build or modify, draw up a list of potential candidates, prepare a detailed description of the proposed project and send the best candidates a questionnaire for additional information. Those architects who seem most qualified should make a personal presentation to the design and planning committee.

The following information will be useful for identifying the best candidates:

Nature of firm: corporation, partnership, individual;
Years experience;
Names of mechanical/electrical engineers on staff;
Membership in professional organizations;
Types of buildings in which the firm specializes.
Most recently completed projects, and their costs; and the
Best school projects recently completed, and their costs.
(The committee should visit the projects, if possible.)

(5) Selection of a site. Consultation with an architect and with community representatives is useful in site selection. The Riverton, Wyoming, Career Education Center was developed with an advisory committee of 65 community representatives who helped select the site. Often, a central location is needed, as examplified by the Skyline program in Dallas and the three-district center in the state of Washington.

(6) How the facility will be constructed. Small-scale projects might be constructed by the custodians, parents, or students; for example, a high school carpentry class did construction for the Lake Weston facility. Large-scale projects such as the Riverton and Dallas facilities need to be constructed by contractors. Existing programs can provide guidance on how facilities should be constructed.

EXISTING SCHOOL FACILITIES

Definition

Existing school facilities include all of the space normally found in a traditional school setting, such as classrooms, industrial arts, home economics, and science laboratories, gymnasiums, cafeterias, storerooms, and offices.

The term "existing facilities," as used here, includes facilities that can be modified to meet specific program needs. Indeed, extensive modifications may be required, especially when the programs involve activities that are unusually noisy, present potential safety hazards, or require specialized equipment. Even in cases where fairly traditional classroom activities are to be conducted, it may be necessary to modify space with room dividers, sound baffles, sinks, built-in counters, shelves, and closets, and to add movable furniture such as desks, tables, and chairs.

Considerations for Selection

Considerations in deciding whether to select existing facilities relate to the specific career education program goals, which differ at different grade levels.

One of the main goals of career education at the elementary level is to provide students with general career information, such as where people work, what they do, and the skills and abilities needed to perform that work. Hands-on activities at this level are not meant to develop skills in using tools or equipment but to provide a more complete awareness of the tasks related to various careers. Most activities at this level can be accommodated within a traditional classroom setting, either integrated into the total curriculum or as a separate activity occurring at special times.

The use of existing school facilities for career education programs at the high school level may require few changes to the physical facility. The emphasis is on the changing programs that are used in existing facilities. For example, by using an industrial arts lab for investigating all aspects of a given career, rather than focusing on one activity, career education programs at the senior high school level can provide students with experiences that are closely related to the actual working conditions of a given occupation. Although a major thrust of career education at this level is the attempt to get students out into the community for direct experience, many career-related functions can be effectively housed in existing high school facilities, for example, office practice, food preparation, or carpentry.

At all school levels, economy is one of the frequently cited reasons for the decision to use existing school facilities for career education programs, especially where space is available that requires little structural modification. Sixth-grade career education activities at an elementary school in Bowling Green, Kentucky,[1] are accommodated in a traditional classroom setting with no additional cost at all. There, a factory assembly line was simulated by a regrouping of the classroom furniture into a series of work stations. The career education center at Little River Elementary School in Miami, Florida, is contained in two adjacent classrooms. The center is composed of twenty different work stations where students spend about an hour a week exploring the careers represented at each station. They perform tasks that are outlined in a resource guide such as typing a letter, setting a table, or wiring a house. The only costs in preparing the center were for connecting the two rooms by taking out a portion of the common wall between them and for providing a fresh coat of paint; both were done by the project staff.

Industrial arts laboratories, home economic centers, and other specialized facilities in junior high schools can often be used as they exist to support career education programs, with changes made in the instruction to provide more career-related experience. For example, Bowling Green Jr. High School was able to guide students through a complete course in building construction without significant modifications in the facility. The program provided experience in many different careers, including architecture, carpentry, building contracting, and building inspection. A similar application in a home economics lab might provide experience in the careers of bakery, cooking, nutrition, sewing, and many others.

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[1] Programs that are mentioned in this section without a bibliographic citation were included in site visits and are documented in Chapter IV.

One way a typical high school classroom can be modified to accommodate career activities at a nominal cost is by changing the furnishings. For example, at the high school in Beckley, West Virginia, the staff established a Career Resource Center in an existing classroom by bringing in tables that were used to display materials and as work stations for using the materials. Many vocational educational facilities in high schools can easily accommodate career education programs. A space originally used only for drafting can be used to support the exploration of many different careers in the field of communication and media.

An additional cost advantage of existing school facilities is that they have already met building codes. However, new activities planned for a career education program may be governed by additional code requirements that might require major modifications. An important consideration in the use of existing facilities is whether it is more cost-effective to adapt available space in the schools or to acquire off-campus space already designed to handle the kinds of activities that are planned.

An example of a career education activity that might introduce new code requirements, and consequently necessitate significant modification or replacement of existing facilities, would be the training of students in fiberglass construction or in spray painting. Suppose, for instance, that the existing space is a wood-frame structure. Building codes require that fiberglass work and spray painting be contained in structures that are highly protected from fire. The codes specify this protection in terms of hours that the structure would be expected to withstand fire. Whereas a traditional classroom activity might require only a one-hour fire rating, for which a frame structure would be sufficient, fiberglass construction could require up to a four-hour rating and in most states, a concrete structure would be required.

It is possible, of course, to modify some facilities so that they can accommodate more hazardous activities. Methods of accomplishing this include adding a sprinkler system and applying layers of fireproof materials to all surfaces of the structure. However, these changes are usually expensive, and such approaches should be carefully studied, and trade-off analyses should be performed.

A second potential advantage of using existing classroom space (as contrasted with off-campus space) is that transportation needs of the students are minimized. This is particularly important at the early grade levels, where organizing and moving a class of children usually requires securing extra help for the teacher from an aide, parent, or other teacher.

The ready availability of existing classroom space is also an important consideration in selecting a career education facility. In some areas within certain school districts, the school enrollment has dropped, and classrooms are unused. For example, Syracuse found three empty classrooms to accommodate its program at Franklin Elementary School. Because of the high rate of population movement out of the city of Dayton, Ohio, into the surrounding suburbs, the boundaries of Dayton's schools have been modified, enabling them to close one whole elementary school to normal school functions. Two classrooms are used by Dayton for the preparation and storage of materials needed for the elementary school industrial arts component of the career education program.

The integration of career education within the existing curriculum is most important in the early grades of elementary school and is often a major consideration for using existing classroom facilities.

At Lake Weston Elementary School in Orlando, Florida, centers are developed in each classroom around a specific theme or occupation. These centers contain learning activity packages, books and pamphlets, film strips with audio cassettes, and actual equipment used in the career. A first-grade center was developed on the theme of what it is like to be a fireman. It contained a cardboard model of a firehouse, photographs of a class trip to the fire department, cards of fire-related words that the children had learned, and a fireman's hat.

Each child in that class helped to develop the center, and was free to use it at any time. Activities generated by the center were woven into the goals of the existing curriculum. For reading, the children read about the fire department, for composition they wrote stories about their visit to the fire department and as an art project they made a cardboard fire house and drew pictures of it.

There are disadvantages as well as advantages in using existing facilities for career education programs. One potential disadvantage is that the program can be distracting to neighboring classrooms. Another is the belief by some educators that the classroom is too artificial an environment for a stimulating program, and that real-world experience makes for a more effective program. Having programs in each school in a district often involves replication of programs and equipment that might be more efficiently shared in a central location. If existing space is available at only one school in a district, such as the Franklin School program in Syracuse, it is necessary to transport students to the facility; the Syracuse district did not see this as a problem, but another district might. Then too, career education activities often require more flexibility than can be found in a classroom. Many of the programs being taught in the Skyline center, for example, could never be accommodated in a traditional classroom, and the greenhouse used in Gig Harbor, Washington, would be very difficult to replicate in a classroom.

Considerations for Implementation

In implementing a program in an existing facility, it is essential to consider the full range of activities that will be required by the program, and the impact of those activities on the needs for facility resources. Some programs require little or no change to the existing classroom or workshop. Others may require substantial modification. For example, if independent student work is intended, it might be necessary to provide audio and/or visual separation of the students. In the Work Samples Lab, students needed to work individually, and booths were developed to provide separation. If larger-group activities are planned, it might be necessary to expand the space in which the program is to take place; this was accomplished fairly easily in Little River Elementary School in Miami, where the staff cut a space in a common adjoining wall that separated two classrooms, expanding it to one large room that could be supervised by one teacher. In the Occupational Versatility program in Seattle, the program called for opening up space so that all of the activities are in one large area; the partitions that existed between each shop room were removed to create the large space. The program in Orlando, Florida, required the construction of a large model; existing classroom space was used by moving desks against the wall and clearing a central area for work.

Space for storage should also be taken into account. The Orlando program had stored materials in many different places in the school; school officials found that existing space was insufficient and that a new storage area was required. Any program that will have a great deal of material should plan in advance for the storage of the material.

Programs that involve the use of equipment must consider such requirements as the installation of additional electrical outlets, gas, and other utilities. In the Work Samples Lab, each student was supplied with audio-visual equipment for viewing and listening to presentations on career education; they also used hand-tools such as drills in the hands-on activity; this required the addition of a large number of electrical outlets. Noise is another factor that should be considered. When a program operates in the same general area of the academic classrooms, it may be disruptive or disturbing to others.

Finally, it is important to consider building and safety codes. Although existing classrooms already meet the normal codes, the addition of some types of equipment or activities may require adherence to stricter codes. For example, if an activity is added that potentially creates a fire hazard or a safety hazard, local fire or safety officials should be contacted for information on any additional codes that may apply. The following section discusses the use of building codes.

USE OF BUILDING CODES

The building code is a law or ordinance passed by the local government that establishes minimum requirements for securing structural, sanitary, and fire safety. It specifies the performance requirements for various elements of buildings and structures in relation to the hazards faced or conditions that should be met.

The National Building Code (Board of Fire Underwriters) and the Basic Building Code (Building Officials' Conference of America) are examples of well-established regional and national codes. These codes contain minimum requirements and provide for acceptance of materials and methods based on satisfactory performance standards and recognized industry standards. As new construction methods and materials are tested and approved, the codes are updated.

Codes need to be examined when a new building is being planned, when an old building is being modified, and when the type of activity or occupancy of a building changes.

The following procedures may be helpful in the use of building codes when planning one of the types of career educational facilities discussed above.

1. Classifying the building

   (a) Fire zone: The fire zone in which the building is located can be determined from the city's Fire District Zoning Map. Fire zones commonly range from a designation for high-density areas, such as central business districts (this zone is usually most restrictive in respect to what activities are allowed) to a classification for low-density areas such as the suburbs or rural areas (this category can accommodate most activities).

   (b) Occupancy group: The occupancy group that covers the most likely uses of the building will determine the type of construction, allowable floor area, and so on; where the building can be located on the property; the number and type of exits that are required; the amount of lighting, ventilation, and sanitation required; when fire-extinguisher systems are required; and protection needed for special hazards.

   (c) Types of construction: The type of construction of the building is determined by the building materials used and the building's fire resistance. This area of the code is concerned with the type of structural frame and roof coverings; what unprotected materials are allowed, such as wood paneling and fire-retardant treated wood; weather protection; and guard rails.

(d) Location on property: The location of the building on the site and the clearances to property lines and other buildings are determined from the plot plan.

(e) Floor area: There are basic allowable floor areas based on occupancy group and type of construction. These allowable areas can be increased depending on the location on the property and the installation of an approved automatic fire-extinguishing system.

(f) Height and number of stories: The height of the building is computed from grade level. There is a maximum allowable height and number of stories, depending on the occupancy group and the type of construction. These maximums can be increased if an approved automatic fire-extinguishing system is installed.

(g) Occupant load: Each occupancy requires a certain square footage of floor space per occupant; e.g. 20 square feet per person in a typical classroom, or 50 square feet per person in a school shop.

2. Verification of compliance of the building with all occupancy requirements.

3. Verification of compliance of the building with detailed type-of-construction requirements.

4. Verification of compliance of the building with exit requirements.

5. Verification of compliance of the building with detailed code regulations.

6. Verification of compliance of the building with engineering regulations and requirements for materials of construction.

(Excerpted from A Facilities Handbook for Career Education)

B. Selected Career Education Facility Descriptions

World of Work Greenhouse

Overview

The World of Work Greenhouse at Harbor Heights School gives about 35 elementary-school students a year an opportunity to develop horticultural skills, not only to enrich their lifestyles, homes, and leisure time, but to become equipped for eventual employment in the field of horticulture. By providing a thorough understanding of all components of horticultural occupations, combined with additional experience in marketing aspects of the field, the program gives students skills with which to make realistic career choices. Gig Harbor is a suburban, middle-class town adjoining Tacoma, Washington.

Program Description

The major program goal is to involve as many K-6 children as possible in greenhouse activities for both occupational and leisure-time benefits. The basic idea is that the children, in teams, work on some horticultural project and then sell their plants to the community. Profits made from the sales are returned to the Greenhouse to buy more pots, soil, and other materials and equipment. Thus, the Greenhouse, since its initial funding, has become self-supporting (except for utility costs, which are reimbursed by the school district).

The greenhouse is located in the central court of the school, very near the entrance to the sixth-grade classroom. The staff is composed of the teacher, who proposed and developed the program, and two other sixth-grade teachers at Harbor Heights School. The school principal, an administrative assistant, and the Director of Vocational Education for the school district are also involved in the project. However, practically speaking, the project appears essentially to be a one-teacher operation, with whatever ad hoc additional assistance he can muster from his colleagues.

Before working with the plants, students prepare the greenhouse itself by spreading gravel on the floor, painting benches, etc. As the cultivation of a variety of plants begins, one student assumes the watering chores for newly propagated plants. Other students assume other responsibilities.

Cuttings from the propagation bench are put into pots, and seedlings are started in small trays. A green net is

Excerpted from Facilities Handbook for Career Education placed across the total length of the greenhouse to deflect the sun's rays (Photo 4). Also, a shading paint is applied to the outside south wall in May of every year. Panels at the west side of the greenhouse can be opened during the hot summer weather to allow for adequate ventilation (Photo 5).

Tours are conducted of other greenhouses in the area, including Wright Park Conservatory and the University of Washington Arboretum greenhouses. Experiments with plants have been undertaken: controlling growth with a 1-1/2-volt battery, injecting hormones into stems, "talking" to the plants, and experiments with tropism.

The operation uses a fully equipped greenhouse built especially for this project on the school grounds. The greenhouse itself is made of 2-by-4-foot wood trusses with a fiberglass skin.

Equipment consists of gravel, benches, pots, trays, plants, seeds, simple laboratory equipment, fertilizers, and plant foods. The propagating bench along the north wall is heated. A heating system, connected to a delicate thermostat, keeps the air at a constant temperature.

An integral part of the program is the management and operation of the greenhouse as if it were a business. Greenhouse "bonds" are issued, payable on June 1st, with a 10% guaranteed return, and a bookkeeping system has been established for recording purchases and sales. Students may purchase plants, but, late in the school year, a public plant sale is also held; its proceeds are used, as mentioned earlier, to maintain the project.

History of Facilities Development

The goal of the program was extremely simple and precise and allowed for only one facility option--namely, to build a greenhouse on the elementary school grounds that would expose children to both the leisure time and the occupational aspects of horticulture. It was hoped to involve as many children as possible in the project.

The program was started with the help of an RCU grant of $2,044, provided under Part C of the Vocational Education Amendments of 1968. Additional monies were provided by the school district, local sources (including donations), and a grant from the Coordinating Council for Occupational Education. The total cost of building and obtaining equipment, including supplies, for the program's first year of operation was $3,299.82.

A 10-by-10-foot greenhouse was originally proposed to the school district, which provided $2,000 in funds. When the State heard of the project, however, it suggested building a 20-by-40-foot facility that would accommodate more children, and the State provided an additional $1,500 to make this possible. Then, a Federal employment program (PEP) provided the project with unemployed carpenters to assist in building the facility. The original total budget was for materials, equipment, and labor only. The greenhouse is now self-supporting (except for utility costs borne by the school district) and, mainly, operates from sales--$300, for example, last year. Its budget is clearly separable from the total school budget.

The greenhouse was also designed to promote a good relationship between the children and the community. Children sell plants, and community people provide materials such as pots. In addition, the project maintains good rapport with local florists and gardeners so that these people will not feel threatened by competition with their own businesses. In fact, local florists and gardeners are occasionally asked to help with the greenhouse project by giving advise or demonstrations.

To establish the greenhouse, certain "extra" materials and equipment were needed, such as soil, fertilizers, pruning tools, knives for making cuttings, insecticides, wood-preservative paints, galvanizing paints, benches, and pots.

The original plan for the greenhouse came from a magazine given to the project by a greenhouse manager who had been recommended by the State and who had developed a good reputation working with high schools and community colleges to develop horticultural programs. The facility plan provided by this greenhouse manager has been originally used by an eastern university. The manager also occasionally supervised the two carpenters, recruited from the Federal employment program (PEP) alluded to earlier, to help construct the greenhouse. The school district maintenance supervisor ordered all the necessary materials for building the facility, such as gravel, benches, pots, trays, plants, seeds, simple laboratory equipment, fertilizers, plant food, a heating system, and a thermostat.

The project staff suggests that anyone adopting this type of plan always contact (as it did) the State Department of Education and Career Education Department and try to locate some individual, interested and knowledgeable about horticulture or agriculture, who can recommend a greenhouse designer. The staff also actively invites requests for its blueprint and project description, which includes a list of materials. Alaska, Nova Scotia, California, and other districts in the State of Washington have already requested and received these documents.

In terms of facility development, the staff has no special problems. Their advise to someone trying to do the same thing is to: (1) take into consideration, in budgeting, certain "unforeseen" items, such as drainage and gravel, small equipment, initial outlay of soil (this particular project went into debt over this item), fertilizer, and bench construction, and (relatedly), (2) enlist the assistance of an expert who is knowledgeable about the costs of constructing greenhouses.

The project staff feels that the greenhouse is a huge success. The local newspapers run many articles about it and advertise its plant sales. Many community people came to the last sale and bought plants. The program would be even better, in the sense of serving more children and different groups at different times, if there were more adequate staffing and more space. Currently, only one teacher has primary responsibility for the greenhouse, and only 50 students participate: twenty-five especially interested 5th-6th graders participate all year, and an additional 25 students are involved, sporadically, as extra staff time becomes available. Classes are kept sufficiently small (about 10) to allow for adequate individual attention.

The local high school has just built its own greenhouse, and project staff hope eventually to establish a coordinated K-12 program.

Sheboygan

Overview

The Wisconsin Exemplary Career Education Program's primary goal is to build the self-awareness of pupils in grades K-6, especially in relation to the world of work. The program staff perceives this goal as a basic change from traditional educational philosophy. Practically, students are prepared for continuing vocational courses at the secondary school level by being exposed to "foundational" career-related interest centers. The program is conducted in existing elementary classrooms as facilities, and approximately 25 staff members and 600 students participate in the project each year.

The community of Sheboygan, located on the shore of Lake Michigan, has a population of about 50,000 and the program's central location is urban. The program is considered a pilot program for other schools in the area; it is designed to serve the school systems in Sheboygan and Manitowoc counties.

Program Description

The major thrust of this project was to begin to give students who were moving through the K-12 system some meaningful, coherent career-related experience in order to increase their self-awareness, particularly as it relates to the world of work. A secondary objective was to provide the children with decision-making skills that could be applied to their choice of curricula and career choices throughout their lives. A third objective is to provide exposure to careers and career materials to students in grades K-12.

Every afternoon for at least an hour, each teacher at Grant Elementary School assembles 200 students in eight classrooms. Each classroom becomes a different "interest center," focusing on one type of career. The students become members of "teams" and choose the center in which they will work on a given day. The interest centers are designed to expose students to vocations offered in the Sheboygan area.

Each morning, when students arrive at school, they decide what career interest center they would like to participate in that afternoon. At the entrance of each of the classrooms is a plyboard containing hooks; students place their name tags on one of the hooks to indicate their choice

Among the different interest centers are the following:

(1) The weaving center, which uses a variety of looms. The classroom is highly flexible and accommodates projects requiring

varying amounts of space, such as stringing a loom or storing materials

(2) The leather center, which involves community volunteers who come to class, demonstrate leather-working techniques, and donate leather for students' use.

(3) The material and textile interest center, where students create things, such as puppets. Sewing machines were moved to the center from two local high schools.

(4) A woodworking center, where they explore the careers of carpentry, construction work, and architecture. A local lumber firm contributed two large work benches to the center.

(5) The photography center, which uses the janitor's workroom and sink as a darkroom.

In addition to the centers, there are carpeted areas in some of the classrooms that provide soft, warm, quiet areas for barefoot activities and small group games related to careers. Often, resource people visit the classroom learning centers and discuss with the children the nature of their work.

At certain times, folding doors between classrooms are opened, allowing students to move about freely, experience a broad range of "hands-on" activities, and communicate with or help other students. In addition, every fifth- or sixth-grader may schedule himself for volunteer service in grades K-3.

Central to the learning center is the library and its librarian, who has experimented with establishing seven interest centers within the library to be used one day a week. At one time, she set out figures, which had been created in other projects, to promote the idea of reading career materials. Older children can volunteer to explain career-related materials in the library to younger children. The library also has a formal media center, where eight students at a time can view a film strip or listen to a tape of commerically developed career education materials. Career education materials are available at all times to students and teachers.

An unusual feature of this program is the special consideration that has been given to teachers. Once a week, the librarian sets up a career-related learning center exclusively for teachers. In addition, the school day has been adjusted so that teachers are given between one and two hours of uninterrupted "free" time, one day per week, to plan career education activities and related programs.

The school's guidance office operates a job-placement center where teachers and custodians post job openings on a bulletin board. Students apply for the jobs, using applications obtained from the counselor center.

Sometimes the staff finds that students learn just as much about the world of work by having their plans misfire as by succeeding. One group of children, after field trips and exposure to visual media, developed an interest in wall construction. They proposed to build an outdoor building, but then discovered they were constrained by the City's building codes and could not proceed with their plan. This first encounter with the legal world resulted in their decision to build a new masonry wall in the classroom on a piece of heavy cardboard.

Students realize that nothing happens unless there is a place in which it can happen. Some of them once had an interest in caring for animals and decided to build a 4' x 6' enclosure, "just in case." Since they built it, they have found opportunities to play host to rabbits, roosters, lambs, dogs, ducks, and other visitors.

History of Facilities Development

In order to implement their basic program goal, the building and reinforcement of student self-awareness, especially with respect to the world of work, project staff members were concerned that students be continually exposed, daily, and as an integral part of their total life in school, to career-related experiences.

The obvious facility for providing genuinely integrated and relevant work-related experiences seem to be the existing classrooms. In addition, of course, there was the obvious cost-advantage of utilizing already existing space. No other options were considered, since none seemed to serve the program's overall purpose as well. Community resources were solicited for help; to provide students with an opportunity to see careers in operation, by visiting some, and to "bring careers" to the school. For example, a truck driver might drive his truck to the school, to describe his profession.

Equipment for the project was originally purchased with Vocational Education funds provided by USOE. The original proposal was funded for three years, from May 1, 1971 to July 1, 1974, at a level of about $360,000. Currently, the project operates from the total school budget, with no additional funding. Attempts are now being made to establish special budget categories for the needed equipment and materials, and a proposal has been submitted to NIE to provide support for career education staff, as well as a summer workshop to be held in 1975.

Implementation of the program required no construction. Some work was required to install additional electrical outlets (e.g., for audio-visual aids and a stove). Pegboard-type assemblies were constructed for displaying information, and "extra" materials and equipment were purchased, such as work benches, small hand tools, books, pamphlets, reader printers, cassette recorders, and TV monitors. In addition, the school system's truck retrieves used materials from the community, the project applies them innovatively in developing new interest centers.

The staff feels that developing the project facility worked out very well and this move could be easily adopted by any other elementary school of its size. They did find it important that teachers be given the time, flexibility, and training necessary for planning projects, and that the librarian have a central role in the program, not only as coordinator of career information resources and related materials but actually to help plan daily career education activities for the students. Close coordination of career education activities with the guidance counselor, at the elementary school as well as higher levels of the school system, is also considered important.

The Sheboygan community actively and enthusiastically supports the Grant Career Education Program, and the staff are enthusiastic about the success of their program. Each year the program is evaluated by an outside consultant (usually from an area university). These evaluations have all been positive.

C. Analysis

1. Use of the Materials

Career education facilities materials appear to have the most utility for instructors, administrators and board members at the local level and for vocational and career education supervisors and administrators at the SEA level. In LEAs and Idaho's six area vocational-technical schools, the principal use will be for developing educational specifications for new or renovated facilities. Most of the materials in section 2.1.2 are sufficiently detailed to assist instructors, administrators, architects and building contractors in assessing facilities needs and designing structures to meet those needs. For SEAs, the principal use of materials will be for developing and monitoring state standards as they relate to facilities optimums and minimums.

2. Potential Benefits of Using the Materials

Facilities requirements for career education vary widely among LEAs, depending upon resources available and emphasis given priority by local boards of education. Study of the materials in section 2.1.2 can assist LEA personnel in identifying facilities situations similar to theirs that have been approached in specified ways, thus giving LEA personnel clues as to how they might proceed. The materials can also be used to support the fact that development of innovative career education programs can proceed without the acquisition of new facilities.

2.1.3 CAREER EDUCATION PERSONNEL

A. Planning, Implementation and Assessment Guides for Administrative Staff

B. Staff Development Programs in Career Education

C. Analysis

2.1.3 CAREER EDUCATION PERSONNEL

The development of successful career education programs relies heavily on careful administrative planning and thorough teacher preparation. Staff development--pre-service and in-service--is essential for preparing instructional personnel to either integrate career education activities into the curriculum or to develop experiential learning programs outside of the regular classroom.

The preparation of teachers for career education involves initiating training programs in colleges and universities, developing pre-service and in-service training activities in local districts and disseminating existing staff development materials for adaptation by local career education coordinators and planners. This section introduces some of the materials available for planning the entire implementation process--an issue of particular concern to administrators and career education coordinators--and for setting up comprehensive staff training programs.

A. Planning, Implementation and Assessment Guides for Administrative Staff

Career Education Competencies for Teachers
Florida State Department of Education

This document contains a list of career education competencies for teachers in each level K-14. There are nine specific teacher competency statements for each grade level.

Career Education Handbook for Implementation
East Lansing, Michigan: College of Education, Michigan State University

A guide for planning and implementing career education at the school and district level.

Career Education Implementation: A Handbook for Strategy Development
Columbus, Ohio: The Center for Vocational Education, Ohio State University

The handbook includes three modules: 1) a guide for career education planners, 2) a workbook that enables planners to test out their understanding of the process and 3) a description of alternative approaches to implementation.

Career Education Measures
Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1977 (presently in user trial format; will be available in 1978)

Curriculum Workshop Implementer's Handbook
East Lansing, Michigan: College of Education, Michigan State University

A comprehensive in-service package which focuses on teaching educators how to apply the infusion process.

Improving the Accountability of Career Education
Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1977 (presently in user trial format; will be available in final format in 1978)

Needs Assessment and Career Education: An Approach for States
Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1976

Prepared for The Council of Chief State School Officers, this document is designed to assist state directors/coordinators of career education in becoming more knowledgeable about needs assessments.

Planning for Career Education Programs: Guidelines for Local Planners
DesMoines: Iowa State Department of Public Instruction, Division of Career Education, 1974

Program Evaluation
Portland, Oregon: Northwest Regional Educational Laboratory, 1977

A manual describing program evaluation procedures for Experience-Based Career Education.

Staff Development Guidelines and Procedures for Comprehensive Career Education
Columbus, Ohio: The Center for Vocational Education, Ohio State University

This product focuses on suggested goals, strategies and resources for planning and conducting a comprehensive local staff development program on career education.

- Planning, Implementation and Assessment Guides from the National Center of Career Education

LIB	II
TITL	The Administration of Career Education
AUTH	Drier, Harry N. and Martinez, Nancy S.
PUB	The Ohio State University, The Center for Vocational Education, 1960 Kenny Rd., Columbus, Ohio 43210. Pub. date 1974, Copyright 1975.
SPON	National Institute of Education, DHEW
INVY	9 guides or manuals
PGS	759
PRIC	Unknown
IA	Career Education
SUBJ	Career Education
CONT	The following are the 9 titles: 1. Facilitator's Instructional Plan, 2. An Orientation to Career Education, 3. Change Strategies and Techniques, 4. Career Education Needs and Assessments, 5. Identification of Resources, 6. Program Development, 7. Evaluation Program Components, 8. Financial and Resource Planning, 9. Developing an Implementation Plan
LL	Administrators in Career Education

PHAZ Preparation
COA World of Work
CLUS All
CE This in-service guideline has been developed and tested to assist in the preparation of administrators to play their critical roles of career education leadership.

CAT NEEDS 5.
INIT LW. 0038.
LIB VIII.
TITL A Manual Describing the "What and Why" Aspects of A Career Education Assessment
PUB State Dept. of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310
INVY 1 Learner Guide
PGS Approx. 50 pages
PRIC Approx 5.00 @ .10/page
IA Other, Career Education Assessment
PURP Guide to "A Point in Time Measurement of Progress Toward an Ideal or Model Set of Goals." To aid in strengthening, Career Education programs.

1812 CAT REF 254
INIT BC
LIB VIII
TITL An Introduction to Career Education
PUB Project: U.S. Office of Education, Washington, D.C. 20202
INVY 1 reference
PGS 43
PRIC 4.30 @ .10/page
IA Other: Career Education
SUBJ An introduction to Career Education
CONT A guide to help state education agencies and local school systems develop and expand their own concepts of Career Education.
LL Adult
PHAZ Preparation
COA World of Work
CE To help education agencies and school systems develop their own concepts on Career Education.

1858 CAT TG 297
INIT MT
LIB III
TITL How To Implement a Career Education Program in the Elementary School
AUTH Hiza, Steve, Jefferson Elementary School
PUB Project: S.C. Boces, 900 West Orman, Pueblo, Colorado 81004

	INVY	1 Instructor Guide
	PGS	4
	PRIC	.40 @ .10/page
	IA	Social Studies
	SUBJ	Career Education
	CONT	Jefferson Elementary School is used as a model (upon the Seton project) to incorporate Career Education in an elementary school without having to recreate the system of teaching.
	LL	Other: Educators
	PHAZ	Exploration preparation
	COA	Self, Community, World of Work
	CE	To incorporate Career Education at the elementary level by use of the Seton project, which assists the students to become aware of themselves as a family member, as a citizen, aware of occupations and avocations.
1895	CAT	CG 76
	INIT	CM
	LIB	III
	HOME	3 copies
	WIP	Work in Progress
	TITL	Guide for Implementing Career Education in Kansas Schools
	PUB	Project Information: Kansas State Dept. of Education, Kansas State Education Bldg., 120 East 10th St., Topeka, Kansas 66612
	SPON	U.S. Office of Education Grant #600753905
	PERS	Pat Stinson, Career Education Coordinator Phone (913) 862-0419
	INVY	3 Guides for Instructors
	PGS	33 pages each
	PRIC	Unknown
	IA	Career Education
	SUBJ	Career Education
	CONT	This guide serves as a resource and reference book for superintendents and staff. Contents: 7 phases--pre-commitment, general planning, program planning assessment, pilot program, implementation and evaluation. The guide is nicely illustrated and also contains a Career Education survey, an individual career component chart and a list of definitions.
	LL	Pre-school, primary, intermediate, junior/middle, senior. Educators for above levels, superintendents and staff.
	SG	Demographic: Kansas
	SC	Traditional sex bias
	PHAZ	Awareness, exploration, preparation
	COA	Self, World of Work

	CE	This guide touches upon every phase of expertise required to develop and implement a career education program in school districts in order to ensure that all students have the opportunity to develop their capacities, skills, knowledge and personal attitudes in continuous preparation for the changing roles they will encounter in their adult working lives. K-6 levels provide an awareness of self, education, economics, work, decision making, etc. 7-9 levels explore, examine and demonstrate individual talents and interests through self, work and education. 10-12 levels prepare students for entry into occupations or continued education.
832	CAT	NEEDS 15
	INIT	CM
	LIB	VIII
	TITL	Handbook for the Evaluation of Career Education Programs (Draft)
	PUB	Developmental Associates, Inc., 1521 New Hampshire Ave., N.W., Washington, D.C. 20036. Copyright August, 1974.
	SPON	U.S. Office of Education, DHEW, Washington D.C., Grant #OEC-0-73-6663
	INVY	1 test/evaluation materials
	PGS	146 pages
	PRIC	Approx. $14.60 @ .10/page
	IA	Other: Career Education, all areas
	SUBJ	Career Education, all areas
	PURP	Career education objectives in terms of student outcome statement assessing career education.
	LL	Junior/middle, senior
	GRAD	7, 8, 9, 10, 11, 12
	PHAZ	Awareness
	COA	World of Work
	CLUS	Other: All, Career Education
	CE	While providing students with technical skills they should be taught career education. This book develops a strategy which carries the process of definition a step further.
1898	CAT	CG 79
	INIT	TJM
	LIB	I
	TITL	Teacher Aides in Comprehensive Career Education: An In-service Training Program for the Administrator
	AUTH	Taylor, Robert E.
	PUB	The Center for Vocational Information, Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210. Pub. date 1974, copyright 1974.
	SPON	DHEW, National Institute of Education

	PERS	Taylor, Robert E., Director
	INVY	1 guide or manual for the instructor, 9 films and 9 cassette tapes for the instructor, total: 19 pieces for the instructor
	PGS	Approx. 78 pages of printed material
	IA	Any area needing a teacher's aide
	SUBJ	General courses
	CONT	Using tapes, film strips, and activity guides, this program is designed to evaluate the use of teacher aides in the classroom.
	LL	To be used at administrative levels only
	SG	Administrators
	PHAZ	Awareness
	COA	Personnel evaluation
	CLUS	Career Education
	CE	This program is designed to evaluate the effectiveness of teacher's aides, and, by set criteria, determine whether or not the teacher's aide is an attribute in effective career education.
2045	CAT	REP 17
	INIT	HM
	LIB	IX
	TITL	Models for Career Education In Iowa Career developmental model and explanation
	PUB	Iowa State University, Dept. of Agricultural Education, Ames, Iowa 50010, copyright 1973
	SPON	Iowa Dept. of Public Instruction, Grimes State Office Bldg., Des Moines, Iowa 50319
	PERS	Robert D. Benton, State Superintendent of Public Instruction
	INVY	Other: 1 career development model and explanation
	PGS	34 pages
	PRIC	Unknown
	IA	Other; Career Education
	SUBJ	Career Education
	CONT	Researches, defines and describes the concept of career and approaches for implementation.
	LL	Other: Educators
	COA	Self, community, World of Work
	CLUS	Other: all
	CE	Guidelines and instructional materials to assist school personnel interested in initiating programs, services and activities for the students.

B. Staff Development Programs in Career Education

1. Career Education Staff Development for Teacher Preparation Programs

Career Education Personnel Training Center, Florida Department of Education, Tallahassee, Florida

Funded by the U.S. Office of Education for the 1975-76 school year, the Training Center provided an in-service program in career education for 15 fully certified, but unemployed teachers and developed training modules which would assist teachers to acquire career education competencies.

Pre-Service Teacher Training in Career Education Project, College of Education, University of Georgia

Sponsored by a grant from the U.S. Office of Education, this project was engaged in infusing a career education emphasis into existing teacher preparation programs. Specific objectives for the 1975-76 school year included:

a. Developing a career education staff development model for teacher educators

b. Identifying and describing teacher competencies necessary to implement career education in the elementary and secondary schools

c. Restructuring undergraduate professional education courses to include career education concepts

d. Instructing prospective teachers in career education competencies appropriate to their grade level

Project TECE, Teacher Education for Career Education, Module 1. Orienting Prospective Teachers to Career Education, St. Paul: Minnesota Department of Education, 1973

A substantive resource handbook providing materials which may be readily used as a framework for lecture notes, discussions and seminars in staff development.

Statewide Infusion of Career Education Into the Preparation of Teachers, Counselors and Administrators, Oregon State System of Higher Education

The primary objectives of this interinstitutional project are:

a. To provide staff members of four-year colleges with professional development opportunities which will enable them to incorporate career education into their teacher education activities.

b. To develop materials to infuse into curricula of existing teacher, counselor and administrator preparation programs with the knowledge and skills needed to develop, implement and administer career education.

c. To prepare recommendations for revision of certification rules and program standards of the Teacher Standards and Practices Commission, so that the requirements will more adequately reflect the educational personnel preparation needs in career education.

Recent publication: Career Education Personnel Certification and Program Accreditation. Marion Intermediate Education District, Salem, Oregon, 1976

2. Staff Development Training in School-Based and Experience-Based Career Education

- School-Based Staff Development

Staff Development--Guidelines and Procedures for Comprehensive Career Education. Columbus: The Center for Vocational Education, Ohio State University, 1974

Major topics of this product address: 1) role and functions of the in-service coordinator; 2) planning, organizing and conducting training programs; 3) suggested in-service training programs for specific groups; 4) evaluating the staff development effort; and 5) sources of in-service education assistance.

General Orientation to Career Education In-Service Program, The Center for Vocational Education, Ohio State University

The program is intended to provide a general orientation to career education for teachers, administrators, counselors and professional level support staff.

Staff Development Program for Promoting More Effective Use of Community Resources in Career Education. The Center for Vocational Education, Ohio State University

The material contains eight sections about ways of community involvement with career education in the school. A manual is also available to help coordinators plan and conduct in-service sessions for teachers in utilizing the community.

Center for Vocational Education. Columbus, Ohio: Ohio State University

The Center has been involved in developing and testing comprehensive school-based career education. It has also produced a significant amount of training material for assisting school systems and individual teachers in establishing career education programs. For further resources, refer to brochure entitled "Career Education--Now!"

Models for Career Education in Iowa, Kindergarten-Grade 6, Staff Development--Career Education Project. DesMoines, Iowa: Iowa Department of Public Instruction, 1974

The units provide assistance in initiating programs and career education activities.

Career Education Personnel Development: Ideas for University Planning. The Center for Vocational Education, Ohio State University, 1975

This planning resource contains 105 goals with accompanying implementing strategies for career education pre-service teacher training.

- Experience-Based Career Education (EBCE)

The four primary developers of Experience-Based Career Education--Appalachia Educational Laboratory, Research for Better Schools, Far West Laboratory and Northwest Regional Educational Laboratory--have developed extensive materials for implementing EBCE in schools and training personnel in Experience-Based Career Education. Each Laboratory has designed staff development materials, information sessions and training workshops to help people find out more about EBCE and to assist them in implementing it in local settings. A list of some of the major materials from each Laboratory is included in the following.

a. Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103

Experience-Based Career Education Training Manuals (4 vol. set): Management, Resources, Guidance and Instruction, Project Planning Packages

Other EBCE publications: Student Guidance Handbook, The Far West School: A Guide for Resource Persons and Community Organizations, External Relations Handbook, Resource Development and Support Book and Supplemental Curriculum Handbook

b. Research for Better Schools, Suite 1700, 1700 Market Street, Philadelphia, Pennsylvania 19103

Administrative Guide, Career Development Component, Career Guidance Component, Academic Resource Component, Career Exploration Catalog: The Academy for Career Education

c. Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204

Experience-Based Career Education Handbooks (5 vol. set): Management and Organization, Curriculum and Instruction, Employer/Community Resources, Student Services, Program Evaluation

Other EBCE publications: Student Career Journal, Student Competencies Guide, Career Exploration, Community Resource Person's Guide for Experience-Based Learning, Community Site Recruitment and Development

Career education publications: Career Education Survival Manual and Essays on Career Education

d. Appalachia Educational Laboratory, P.O. Box 1348, Charleston, West Virginia 25325

EBCE publications: Student Guide, Guide for Resource Persons, Student Program Guide, Basic Skills Inventories, Career Education Cross Reference Catalog

e. National Institute of Education: Brochures on Experience-Based Career Education

The Community Is the Teacher. Washington, D.C, The National Institute of Education

The brochure describes the evolution and common characteristics of all four EBCE programs, summarizes evaluation results and highlights the experiences of two program participants.

A Comparison of Four Experience-Based Career Education Programs. Washington, D.C., The National Institute of Education

A 50 page publication describing the similarities and differences and the major activities and procedures involved in each of the four EBCE models.

3. Staff Development in Career Guidance

- Relevant Publications

Brown, Duane, and others, "Career Education: The Counselor's Role," School Counselor, Vol. 20, No. 3, January 1973, pp. 193-196.

Campbell, Robert E., and others, Career Guidance: A Handbook of Methods, Charles E. Merrill Publishing Company, Columbus, Ohio, 1973.

Cunim, Joseph E., and others, eds., Career Development: A Model for Career Guidance Curriculum K-Adult, California Personnel and Guidance Association, Monograph No. 5, 1972. Available from the American Personnel and Guidance Association.

Drier, Harry N., Jr., and others, K-12 Guide for Integrating Career Development into Local Curriculum, Charles A. Jones Publishing Company, Worthington, Ohio, 1972.

Feingold, S. Norman, "Perspectives on Career Guidance: An Administrator's View," Peabody Journal of Education, Vol. 52, No. 1, October 1974, pp. 5-13.

Ginzberg, Eli, "The Interface Between Education and Guidance," Phi Delta Kappan, Vol. 52, No. 6, February 1973, pp. 381-384

Hansen, L.S., and Norman C. Gysbers, Guest Editors, "Career Development: Guidance and Education," Personnel and Guidance Journal, Vol. 53, No. 9, May 1975, Special Issue.

Hansen, L.S., "A Model for Career Development Through Curriculum," Personnel and Guidance Journal, Vol. 51, No. 4, December 1972, pp. 243-250.

Herr, Edwin L, and Stanley H. Cramer, Vocational Guidance and Career Development in the Schools: Toward A Systems Approach, Houghton Mifflin, Boston, 1972.

Hoyt, Kenneth B., "Career Education: Challenges for Counselors," Vocational Guidance Quarterly, Vol. 23, No. 4, June 1973, pp. 303-310.

Hunt, Myrtle, E., "A Workable Program of Career Guidance," American Vocational Journal, Vol. 49, No. 5, May 1974, pp. 35-36.

Idaho State Department of Education, Career Guidance Counseling Placement Guide, 1975.

Worthington, Robert, "Guidance and the Promises and Demands of Career Education," American Vocational Journal, Vol. 49, No. 3, March 1974, pp. 62-64.

- Selected State Developed Guidance Programs for Career Education from the National Center for Career Education

1371	CAT	GAC 4
	INIT	D.M. 0397
	LIB	II
	TITL	Career Guidance Counseling Placement Guide
	AUTH	Thorndерry, Dale and Anderson, Scott, Et. Al.
	PUB	Department of Education, State of Idaho, Len B. Jordan Office Building, 650 West State Street, Boise, Idaho 83720.
	SPON	Department of Education, State of Idaho, Grant # OEG-0-71-4463 USOE Boise, Idaho 85720.
	INVY	1 guide Comment: Guide done by Idaho and Office of Education, Washington, D.C.
	PGS	29 pages
	PRIC	Approximately $2.90 @ $.10 per page
	IA	Other Career Education
	SUBJ	Career Guidance Counseling Placement Guide
	LL	Junior/middle, senior, post secondary, adult
	PHAZ	Awareness, exploration
	COA	Self, community, world of work
	CLUS	All and Other, Career Education
	CE	A career guide for use in Idaho's school districts.
1803	CAT	REF 245
	INIT	B.C.
	LIB	VIII
	TITL	Career Development: A California Model for Career Guidance Curriculum K - Adult
	PUB	California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631, Copyright @ 1972.
	INVY	1 reference
	PGS	102
	PRIC	$5.50
	IA	Other: Career Education
	SUBJ	Career Development: California Model for Career Guidance Curriculum
	CONT	Material to institute or strengthen career guidance curriculum in schools.
	LL	Adult
	PHAZ	Preparation
	COA	Self, world of work
	CE	To aid in the development of effective programs of career guidance in all areas of education.

[illegible]22	CAT	CG 31
	INIT	L.D.
	LIB	VI
	TITL	Student Outcomes and Teacher and Counselor Competencies From the Eight Basic Guidance Competencies
	AUTH	Cooksey, Wanda and Adkins, Les, Et. Al.
	PUB	Project State Department of Education, 942 Lancaster Drive, NE., Salem, Oregon 97310.
	PERS	Tim Lange Phone: 378-4765
	INVY	1 guide or manual
	PGS	12
	PRIC	$1.20 @ $.10 per page
	IA	Career Guidance
	SUBJ	Career Guidance
	LL	Adult
	PHAZ	Awareness
	COA	Community World of Work
	CLUS	Career Education
	CE	To enable students to identify and clarify personal aptitudes, abilities, interests and values in relation to their career development. To define competencies of the classroom teacher and guidance counselor in career guidance and favorable student outcomes.

1715	CAT	REF 219
	INIT	M.T.
	LIB	VIII
	TITL	Evaluation of a Comprehensive Group Career Guidance Program In Grant Parish
	PUB	Grant Parish School Board, Box 218, Colfox, Louisiana 71417, Publication date May 3, 1974
	SPON	Funding: Title III Elementary and Secondary Act
	INVY	1 other - reference
	PGS	29 Pages
	PRIC	$2.90 @ $.10 per page
	IA	Social Studies
	SUBJ	Career Guidance Program
	CONT	A report of the project. Gives a brief description, objectives, and analysis of materials used, discuss the evaluative procedures and evaluation findings and a summary of findings and recommendations. Primary purposes: 1) fulfills basic requirements of ESEA guidelines, 2) provide local school authorities with educational information needed in planning the second year of the project. To meet need for a content-oriented curriculum relevant to the immediate and future career. To meet needs of students for knowledge of the availability of academic, vocational and career opportunities within the community environment. To meet need for a more viable in-service training program.
	LL	Other Educators
	PHAZ	Exploration
	COA	World of work

1721 CAT TG 177
INIT L.C.M.
PHAZ Preparation
COA World of work
CE Preparation for the World of Work

1664 CAT TG 456
INIT J.S.
LIB III
TITL Self Contained Occupational Modules, Module Two: Educational Planning
AUTH Colvin, Jen
PUB Project: Robert L. Smith, East Texas State University, Commerce, Texas 75428, Copyright @ 1975
SPON Funding Agency: Texas Education Agency
INVY 1 instructor guide
PGS 53
PRIC Unknown
IA Social Studies
SUBJ Educational Planning
CONT Eight sessions on educational planning including education jobs, immediate and future planning.
LL Junior/middle
PHAZ Awareness, exploration, preparation
COA Self, world of work
CE To prepare the student for educational planning. To help the students understand the importance of setting goals and planning their education toward these goals.

1077 CAT REF 128
INIT M.T.
LIB IX
TITL A Proposal for a Pilot Career Guidance Center
PUB Superintendent of School/USOE/ 6401 Linda Vista Road, San Diego, California 92111, Publication date 1973.
INVY 1 report
PGS 34 pages
PRIC Approximately $3.40
IA Career Guidance
SUBJ Career Guidance
PURP To develop a career guidance center to assist in schools, occupational fields, community, etc.
LL Educators, administrators
PHAZ Exploration
COA World of work, career guidance
CLUS All
CE Defined components for this proposal: Measurement instruments, resource material, training, collecting coordinating and distributing of information, developing basic functions and curriculum development.

- Training Programs, Services and Materials

Career Guidance: A Handbook of Methods, Columbus, Ohio: Charles E. Merrill Publishing Company, 1973

Developed by The Center for Vocational Education, this handbook describes over six hundred current methods in guidance. It is designed as a training manual which allows quick access to information needed to solve highly specific problems in career guidance. A major goal of the book is to provide the information needed to design, implement, evaluate and revise career counseling procedures.

Developing Comprehensive Career Guidance Programs, Palo Alto, California: American Institutes for Research, 1975

The program consists of a series of 12 modules on developing a comprehensive career guidance program. The modules present a systematic process of planning, implementing and evaluating career guidance programs.

Rural America Series, Columbus, Ohio: The Center for Vocational Education, Ohio State University

The series is a comprehensive set of sixteen handbooks designed to assist in the planning, implementation and evaluation of a K-14 career guidance and counseling program for rural schools.

- Idaho "Viewdecks"

All Idaho high schools have a career information system which uses microfische to give students a continuous update on jobs available in Idaho.

- Selected Sex Fair Guidance Materials

Girls at 12, Clorae and Albie, Newton, Massachusetts: Educational Development Center, Inc. 02158

These award winning documentary films are part of two curriculum units dealing with the role of women in American society. Together with a teacher's guide and student resource book, these films provide an opportunity to examine differing sex-role expectations and how they impact on the development of boys and girls.

Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington: Education and Work Group, National Institute of Education

This publication includes a series of papers which address the problems of sex bias in career interest measures. In addition to a clear statement of the problems involved and reasons for concern, the publication also includes guidelines for assessing sex bias in career interest tests.

New Career Options for Women: A Counselor's Source Book. Los Angeles: Human Interaction Research Institute

This publication and a companion piece entitled Women at Work: Things Are Looking Up provide solid information on changing stereotypic attitudes, teaching decision-making and problem-solving skills and improving counseling techniques and strategies.

Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Publications, 55 Wheeler Street

This multimedia package is geared to help staff become sensitized to sex bias and learn to eliminate it in career guidance activities with students. The package can be used for teacher or counselor in-service or may be self-administered.

4. Staff Development in Idaho

• In-Service Training

In-service training in career education in Idaho is coordinated at the state level by Ms. Leila Lewis, Consultant, Career Education and Pupil Personnel Services, Idaho State Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720. In-service training in vocational education is coordinated by the Administrator of Vocational Education, Idaho State Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720. Information about planned in-service training programs and responses to inquiries about other needed in-service programs can be obtained from Ms. Lewis' office or from the Vocational Education office. Staff in these two offices and in the Division of Instruction are available for consulting services, technical assistance and conducting workshops for schools interested in developing career and vocational education programs.

The state level contacts for public elementary and secondary education and for higher education for Idaho and the other 49 states are listed on pages 14-16 of the paper Career Education: Guide to Resources drafted in May, 1976 for the Education Commission of the States by David L. Jesser, Council of Chief State School Officers.

In-service training is a major concern of the Idaho State Advisory Council for Career and for the Office of Vocational Education. The Council is knowledgeable about ongoing in-service needs. Inquiries may be addressed to Ms. Leila Lewis, State Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720.

• Pre-Service Training

Undergraduate and graduate training in career and vocational education and matters of credentialing and program accreditation are coordinated at the state level by Dr. Milton Small, Executive Director, Postsecondary Education, Office of the State Board of Education, Len B. Jordan Office Building, Boise, Idaho 83720. Inquiries may also be addressed to Deans of Schools and Departments of Education in individual colleges and universities listed in the Idaho Educational Directory, among whom are Dean Everett V. Samuelson, University of Idaho, Moscow, Idaho 83843 and Dean Richard L. Willey, Idaho State University, Pocatello, Idaho 83201.

C. Analysis: Materials Use and Potential Benefits

1. Use of the Materials

Essentially, career education (and general) staffing considerations at the local level are staff selection, staff training, program implementation and program evaluation. The materials in section 2.1.3 pertain to each of these considerations and provide a basis for developing program implementation strategies and staff development training in career education.

Local school districts may use the materials in this section to develop or refine statements of competencies required by teachers to attend to the career development needs of their students. The local districts' statements of teacher competencies, once developed, provide excellent bases for evaluation of teacher performance.

2. Potential Benefits of Using the Materials

Pre-service and in-service education of career education personnel (and other personnel with responsibilities for infusing career education in their courses of study) can be initiated and/or improved through the careful use of the materials in Section 2.1.3. The staff development materials in this section cover administration and instructional methodologies that have been used in connection with career education. The materials range from general discussion on developing and staffing career education programs to specific details on the application of career education concepts in subject matter areas. Each material provides potential subjects or strategies for pre-service or in-service activities.

2.1.4 CAREER EDUCATION PROGRAMS AND PRACTICES

A. Selected National and State Career Education Programs K-12

B. Selected Career Education Programs in Idaho

C. Analysis

2.1.4 CAREER EDUCATION PROGRAMS AND PRACTICES

States and school districts across the country are meeting the challenge of career education in programs and practices which reflect the uniqueness of their communities. These programs serve students K-12 and beyond, in school and on-site, urban and rural minority and majority, dropouts and stay-ins. Their diversities reassuringly point out that there are many "right ways" to implement career education. And within the framework of the Idaho Career Education Plan, a number of these programs and practices hold potential for adaptation to meet career education needs of Idaho students. The document in the appendix, "Career and Vocational Education, 1975 State Activity" published by the Education Commission of the States, contains brief summaries of activities in 43 states that may provide readers with ideas they can use or modify to meet their needs.

Some brief program descriptions in this section are excerpted from the Career Education Catalog: Annotated Listings of Selected, Diverse, and Innovative Programs, produced by Abt Publications, under contract to the National Institute of Education. The balance of the descriptions were drawn from ERIC and represent (unedited) the mixture of program and materials information available through the system. Local district and building personnel are urged to contact the developers of these programs directly if further information is desired.

A. Selected National and State Career Education Programs K-12

This section is divided into the following categories:

- Selected State Programs and National Program Models with program descriptions derived from the Career Education Catalog (Abt publications) and an ERIC and NCCE printout of career education programs and practices. This material should be used as a supplement to Section III, Models and Programs in Career Education from Key Resources in Career Education: An Annotated Guide
- Rural Career Education Programs
- Education/Military Liaison Project
- Experience-Based Career Education Models

1. Program Descriptions from the National Center for Career Education, The Career Education Catalog, and ERIC

• National Center for Career Education: Selected State Programs and Practices

2501	CAT	RPT 67
	INIT	I.W.
	LIB	IX
	HOME	3 copies
	WIP	V. Barry - Washington, D.C. Trip
	TITL	Phase I Mini-Conference 12: Minorities
	AUTH	Miguel, Richard J., Fromson, Nancy and Bohne, Marianne
	PUB	Project Information: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Publication date December 1975.
	SPON	Funding Agency Information: United States Department of Health, Education and Welfare/HEW/, Grant # G007502298.
	INVY	1 report for the instructor
	PGS	6 pages
	PRIC	$1.60 @ $.10 per page
	IA	Social Studies
	SUBJ	Minorities
	CONT	Discussions about minority groups for grades K through 12.
	LL	Teachers, guidance counselors
	PHAZ	Awareness, exploration, preparation
	COA	World of work
	CE	This report is meant to help teachers select career education material for minority students and to assist teachers in providing students with contacts and stimulating motivation.

2500	CAT	RPT 66
	INIT	B.C.
	LIB	IX
	HOME	3 copies
	WIP	V. Barry - Washington, D.C. Trip
	TITL	Phase I Mini-Conference: Gifted
	PUB	Project Information: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Publication date December 1975.
	SPON	Funding Agency Information: United States Department of Health, Education and Welfare/HEW/, Grant # G007502298.
	INVY	1 report for the instructor
	PGS	13 pages
	PRIC	$1.30 @ $.10 per page
	IA	Career Education
	SUBJ	Career Education for the Gifted
	CONT	Examples of career education activities which can be used with gifted students are provided.
	LL	Adult
	SG	Cognitive: gifted learners
	PHAZ	Awareness
	COA	Self, world of work
	CE	This report is intended to assist teachers in choosing materials appropriate for use with their talented and gifted students: materials that will help students to expand their curriculum rather than merely rushing through it, and encourage them to apply their higher level of thinking skills to a consideration of their futures.

2498	CAT	RPT 54
	INIT	B.C.
	LIB	IX
	HOME	3 copies
	WIP	V. Barry - Washington, D.C. Trip
	TITL	Phase I Mini-Conference 9: Handicapped
	AUTH	Miguel, Richard J., Fromson, Nancy and Bohne, Marianne
	PUB	Project Information: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Publication date December 1975.
	SPON	Funding Agency Information: United States Department of Health, Education and Welfare/HEW/, Grant # G097502298.
	INVY	1 report for the instructor
	PGS	17 pages
	PRIC	$1.70 @ $.10 per page
	IA	Career Education
	SUBJ	Career Education for the Handicapped
	CONT	This report describes the scope and sequence of career education for handicapped students and gives some examples of career education activities that may be used with such students.
	LL	Educators
	SG	Physically handicapped
	PHAZ	Awareness, exploration, preparation
	COA	Self, world of work
	CE	This program is designed to aid handicapped students develop a positive self image and achieve their maximum potential for success by helping them to deal with the ridicule and prejudice they might encounter.

8	CAT	CG 52
	INIT	B.A./L.W. 0008
	LIB	I
	TITL	Models for Career Education in Iowa Goals and Objectives for Implementation of Career Education for Grades 7 - 12.
	PUB	Department of Public Instruction Grimes State Office Building, Des Moines, Iowa 50319, Copyright @ 1974.
	SPON	Funding Agency Information: U.S. Office of Education and Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.
	PERS	Robert D. Benton, Iowa State Superintendent of Public Instruction.
	INVY	1 guide
	PGS	75 pages
	PRIC	Approximately $7.50 @ $.10 per page.
	IA	Other Career Education
	SUBJ	Career Education
	PURP	Provide sample methods, material and evaluation of career education goals, to assist educator to initiate programs, service and activities for their student.
	CONT	One sample of student material to be modified for classroom use.
	LL	Junior/middle, senior
	PHAZ	Awareness, exploration, preparation
	COA	Self, community, world of work
	CLUS	Other Career Education

• Career Education Catalog (Abt Publications) Program Descriptions

Volunteers in College and Career Information (VICCI)
San Francisco Univied School District
135 Van Ness Avenue
San Francisco, California 94102
James P. Gordon, Project Director

Age Group: 10-12 grade

AUXILIARY COUNSELING PROGRAM STAFFED BY VOLUNTEERS

This program aims to increase the effectiveness of counseling and guidance programs in San Francisco senior high school by providing a drop-in "open door" career and college information service for students and school staff. The project includes a counselor as project director and 70 to 90 volunteers divided into teams serving in eight senior high schools. Each team has a volunteer team leader who coordinates the activities of the on-site volunteers assigned. Volunteers work one-half day per week each and represent all segments of the community -- college students, parents, grandparents, released-time employees, retired persons, etc. Following training, volunteers assume a variety of nonprofessional responsibilities: they generally discuss career options with students; help students discover training requirements for a particular career and where such training may be obtained; help students find answers to questions concerning college admission procedures, entrance tests, scholarship and financial aid programs; distribute applications and assist students in completing them; help students investigate occupations related to interest survey results.

A college and career resource library is maintained at each VICCI site. Volunteers distribute much of the necessary factual information to students, thereby giving counselors more time for the direct, personal counseling students may need. Following the VICCI model, mini-programs have been set up in single schools in other districts with an interested counselor to act as sponsor, a willing and capable adult to work as team leader, a few volunteers. Three local foundations provided seed money. The school district gradually absorbed the costs over a 3 year period and now fully funds the program.

Program Publications:

Enjoy Working With High School Students? (Recruitment pamphlet)
List of Vicci Services
Evaluation Report -- June 1973

Retired Senior Citizens Volunteer Program   Age Group: elderly
Willoughby-Eastlake Board of Education
171 East 293rd Street
Willowick, Ohio 44094
Mildred Foley, Director

SENIOR CITIZENS WORK IN SCHOOLS

This R.S.V.P. placement program is one of four such programs that place senior citizen volunteers in public schools. Interviews and interest sheets are used to match the skills of volunteers to the needs of a particular classroom or age group. Volunteers assist teachers with in-class career education units and also provide leadership and assistance for student work experience. A retired woodworker, for example, teaches students how to use basic woodworking tools. As a part of the national ACTION program, a Citizens Advisory Committee works with the R.S.V.P. to place volunteers in other community organizations; however, half of the R.S.V.P. volunteers in this county district are placed in schools. A third party evaluation indicates that student attendance, and awareness of career topics have improved since the volunteers became a regular part of the school program.

Program Publications:

"Something Wonderful Happens when R.S.V.P. comes into a School"
Available from ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525

Career Education Project
Newark High School
East Delaware Avenue
Newark, Delaware 19711
Primo Toccafondi

Age Group: K-12

A FOCUS ON DISSEMINATION AND TEACHER PREPARATION

Radio discussion and sound slide presentations with teachers, business, and community people are methods used by the Newark Project to share information on career education. Working with 13 of 21 suburban schools, the project staff, including a director, and two coordinators, offer both summer and school year inservice training to help teachers and administrators develop programs for their schools. Emphasis is placed upon individual school needs. Alternative approaches and programs for infusing career concepts into the regular curriculum are being developed for each grade level. The program stresses awareness at the elementary level, exploration at the middle school, and exploration and specialization at the secondary level. The program is principally supported by public school funds, although salaries for the coordinators are federally funded.

Age Group: K-8

Career Education Project
Roosevelt School District No. 66
6000 South 7th Street
Phoenix, Arizona 85040
Shirley Iaquinto, Coordinator

INCENTIVES FOR CREATIVITY

This elementary school district serving grades K-8 was one of the first districts to receive from Arizona's 10-year career education appropriations. The program serves a primarily low-income population which is balanced among Blacks, Spanish-speaking, and Anglo families. Although the program will continue to apply for yearly grants of career education money, program administrators are fostering independence and creativity among teachers by offering some of the project money in the form of mini-grants. To obtain these grants of $100 or less, teachers write mini-proposals, teachers must furnish costs of requested equipment and identifying student learning objectives. Some groups of teachers have pooled grant money for larger projects like greenhouses; others buy special equipment like calculators, typewriters, or cameras for use in expanding students' awareness of their own interests, skills and of occupations. Two coordinators who help teachers implement new ideas were themselves teachers. Teachers may learn about and become involved in career education by becoming members of either of two career education committees. Community people, including parents, teach some demonstration classes in this district's schools.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Tuscon Model Cities Exemplary
Vocational Education Program
Robert D. Morrow Education Center
Post Office Box 4040
Tuscon, Arizona 85717
Louis Bazetta, Director

Age Group: K-12-adult

CAREER EDUCATION FOR MODEL CITIES

For its first three years of operation, this program was designed to introduce career education into the schools located in the Model Cities area of Tuscon. The program began as an extended day program for dropouts and potential dropouts; it allowed students to attend classes in the evening and work during the day. Some students, equipped with cameras, tape recorders, and videotapes compiled series on-the-job interviews with working people in the community. Other students attended and continue to attend special vocational classes in the community and receive both high school credit and vocational accreditation. Classroom kits for hands-on activities are used. No longer funded through the Model Cities agency, the program continues to operate in the Tuscon Public School District #1 and the Pima County Career Education Program.

Program Publication:

Designing the Future through Alternative Careers

Career Education in the Inner City
Browne Jr. High School - Room 206
24th & Benning Road, N. E.
Washington, D.C. 20002
Bessie D. Etheridge

Age Group: Pre K-12

CAREER EDUCATION IN THE INNER CITY

Funded under Part D of the Vocational Education Act of 1968, this project is developing and implementing a career education model K-12 which can be expanded into a city-wide program. Components of the model include Career awareness, Pre K-6; Career survey, 7-9; Career exploration, 9-10; Career preparation, 10-12; together with a continuing program of guidance for all students. Orientation for school personnel is provided through a four semester hour course developed by project staff and offered in cooperation with the local teacher's college. Periodic workshops continue staff training. The program works with an Advisory Council composed of parents, students, counselors and teachers, as well as Council of Principals. Though located primarily in the inner city, the Project touches each of the four sections of the city, involving one senior high school, six junior high schools and seventeen elementary schools. Wehn completely implemented, the Project will serve approximately 10,000 students and 500 teachers and counselors.

Program Publications:

Curriculum guides (10)
Teacher's Manual for Career Survey (ERIC Systems)
Curriculum guide, grades K-12
Suggested Hands-On Activities, Grades 1-6

SPAN (Strat Planning Ahead Now) Program — Age Group: K-12
Northside High School
1212 Vollintine Street
Memphis, Tennessee 38107
Mr. James Hugueley, Director

SPAN FOR ALL AGES

The SPAN program operating on 36 target schools serves a 65% black population in Memphis. In elementary and junior high school, SPAN increases awareness of occupations and of individual interest by providing special classroom materials, and a series of locally produced films about 15 occupational clusters, field trips and resource people. A core staff of resource coordinators help teachers learn to use career materials in career laboratories and develop their own career units. For high school students, SPAN serves to unify and lend status to all career-related courses offered: cooperative education, pre-vocational, and work experience classes. Placement of students who want jobs is important at this level. Coordinators not only help teachers incorporate career information into the subject area classes, they serve as "quick shot" counselors, keeping students informed about work opportunities and training programs which former students report are good. Two systems of computerized occupational information are available to SPAN students: the VIEW system which features local job market information, and a Computer Assisted Career Information (CACI) system tailored for SPAN students by program staff. Originally funded by Part D money from the Vocational Education Amendments Act, many program elements are being funded by state money.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Exemplary Career Education Project
Anchorage Borough School District
670 Fireweed Lane
Anchorage, Alaska 99503
Gene Davis, Director

Age Group: K-12

URBAN ALASKA DISTRICT

In this urban Alaskan district, 16 schools of 63 in the district are pilot testing career education as part of their regular curriculum. The program's seven staff seek to identify and coordinate resources and people throughout the district who can contribute to the career learning units used from K-12. Six learning units are identified: self-understanding; introduction to the world of work; understanding leisure; basic studies and career preparation; planning and decision making; use of community resources. Elementary students are involved in self-understanding and an introduction to the world of work. Middle school/students (7-8) are exploring thirteen (13) occupational clusters through community resources. Guidance for career decisions is emphasized in grades 9-12; approximately 650 students are involved in work experience. Teachers may receive mini-grants from the project to finance special projects. A major feature is a community resources scheduling center used by 1800 teachers in the district to schedule resources in eight (8) categories from a community of over 150,000 population. The eight (8) categories are Career Awareness Field Trips, Career Exploration Field Trips, Classroom Discussion leaders, At work discussion leaders, Career Reference Materials, Exploratory Work Experience, Cooperative Vocational Work Experience, and Non-occupational classroom discussion leaders.

Program Publications:

- K-3 Activity Guide
- Learning Leisure Activity Packets
- Community Resources for Career Education
- Career Education Model K-12
- Position Paper on Career Education

Cooperative Guidance for Career Education
Arab City Schools
Post Office Drawer C
Arab, Alabama 35016
Marine F. Bailey, Director

Age Group: 1-12

CORE STAFF FOR THREE SYSTEMS

A project director and three counselors are responsible for the integration of career education into three school districts in this rural Alabama region. The program builds the student's awareness of himself and of the world of work through scheduled experiences in grades one through eight. Activities progressively reinforce the student's knowledge and understanding of workers and emphasize that realistic career choice enhances a student's opportunity for a satisfying life. Sequenced detailed instructional units are accompanied by student tests, work sheets, evaluation forms, lists of audio-visual materials needed, other references and a list of area people willing to serve as resource people. In the first six grades the units include activities which foster positive attitudes toward all workers in the student's immediate environment. The units for grades seven, eight and nine are concerned with exploration of the fifteen career clusters as listed by the United States Office of Education. Activities in each unit emphasize group discussion and individual research. These learning experiences include field trips, personal interviews, panel discussion, exercises in decision-making and development of individual and group presentations and completion of workbooks. Although the program focuses on grades 1-8, it also serves area high schools in an advisory capacity.

Program Publication:

Evaluation Report
Available from Alabama State Department of Education, Montgomery, Alabama

Research and Development Project
in Career Education
Russelville, Arkansas 72801
Ms. Loretta Bonner, Director

Age Group: K-12

INFUSION APPROACH

Over 4,000 students in Russelville Schools and another 4,000 in 6 area schools feed into the Research and Development Project. Self-awareness activities leading to career awareness concepts are begun in kindergarten and continue throughout the students entire school career. Career exploration with hands-on experience starts in the middle school and students begin to focus on 6 areas of industry, home economics, and business. At the high school level value clarification is part of the English course and students are urged to make life style decisions and to explore careers which will offer them the type of home-life, wages, responsibility, creativity, that appeals to them. Once they have made some tentative decisions, eleventh and twelfth graders participate in a shadowing program in which they spend a full day with a person who is actively engaged in the career area the student has chosen. Strong community ties provide opportunities for resource presentations, learning trips and shadowing experience. The project director, 2 career counselors, a placement specialist and a secretary work closely with school counselors and teachers and conduct in-service training both in Arkansas and out of state.

Mesa Center for Career Development — Age Group: K-12
161 East First Street
Mesa, Arizona 85201
Dr. Carolyn Raymond, Director

STATE MODEL

The Mesa Center for Career Development has served as a model for district programs in over 20 states. A central staff of 20 full time career education specialists assists teachers and counselors in the implement of career education in the District's 24 elementary, six junior high and three high schools. Initial staff training in career education is supported by a comprehensive set of Staff Development materials which guide activities in self-awareness, career awareness, decision making skills, world of work topics, subject area activities and many others. A Community Resource Center helps teachers coordinate field trips, guest speakers and work experience placements; it also supplies materials to help teachers plan supplementary activities, schedule special events, and evaluate student response to such activities. Other activities are explored individually by students using special career education learning kits. Career guidance by counselors and teachers is important to the program, as is the support of a community advisory committee which holds regular public meetings to discuss program activities. The program draws support from the Elementary and Secondary Education Act, the state of Arizona, and the National Institute of Education.

Program Publications

Over 300 products available

Florida State Department of Education — Age Group: K-12
Tallahassee, Florida
Dr. Margaret Ferqueron
Director of Career Education

TEACHER SUPPORT SYSTEM - ECLECTIC APPROACH

This state-wide plan integrates career education at all levels, with present emphasis at the elementary level. The program has developed a number of special projects to support teacher efforts to include career education into their regular activities. Each school district devises its own approach in selecting curriculum. Among the projects are these four: Project Pro-CESS (the Professional Career Educator's Self-instructional System) which makes available self-instructional materials for in-service training of teachers, counselors, and administrators; Project LOOM (Learner Oriented Occupational Materials) which is developing and validating materials, methods, implementation models and teacher materials for career education program activities for elementary students. Project FAIS (The

Fusion of Applied and Intellectual Skills) is a comprehensive, multi-media, instructional system (K-8) which stresses critical-thinking skills and values clarification in relation to occupational choices. Florida VIEW (Vital Information for Education and Work) makes available up-to-date career information to secondary and post-secondary school students. VIEW provides information to students about the variety of available careers and gives them descriptions of local vocational training programs. There are 34 State Department of Education representatives working with teachers throughout the state. The Legislature has granted approximately $10 million of state funds to support the Career Education concepts for the period 1973-1975, and some school districts contribute local funds.

Mrs. Kudo, Director
Career Education Development Continuum
Department of Education
Vocational Technical Section
Post Office Box 2360
Honolulu, Hawaii 96804

Age group: K-12

STATE WIDE PROGRAM

The Continuum which tries to establish self-realization, economic efficiency, good social relationships and civic responsibility among children, eventually hopes to reach 170,000 students throughout Hawaii. The program, which began its developmental phase in 1971, should be fully operative in all schools by 1976. Field trips, speakers, and hands-on experience among other techniques are used to bring career education into academic subject matter. Career guidance activities using computer and information programs and learning centers begin at the junior high level. In addition to the faculty of the schools involved there is a part-time staff with 7 members from the vocational division and 2 members from the guidance division of state education. Federal and state funds are used for in-service programs.

Program Publications:

A Conceptual Framework for a Career Development Continuum K-14 for Hawaii's schools

Hawaii Career Development Continuum Curriculum Guide for Grades K-3

Hawaii Career Development Continuum Curriculum Guide for Grades 4-6

Hawaii Career Development Continuum Curriculum Guide for Grades 7-9

Hawaii Career Development Continuum Curriculum Guide for Grades 10-12

Mad River Green Local Schools
2900 Fairfield Pike
Springfield, Ohio 45502
Mary Anne Elam, Director

Age Group: K-12

BUSINESS ADOPTS CLASS

Businesses adopt classes in this program which includes regular K-10 and grades 11-12 in technical schools. The overall program focuses on the affective as well as the informative aspects of career education. Activities include hands-on experiences and field trips as well as the "adoption" experience where grade 9-10 classes may work in local enterprise. Replicated throughout the state, the program involves 163 teachers and places a counselor at each school. Seven non-certified aides are also employed.

Program Publications:

Over 20 Career Education handbooks for K-12 levels are available from program for $5.00 each.

Governor's Career Development Program
Office of Career Development
N.J.R.M.C., Building 871
Plainfield Avenue, Edison, New Jersey
Patrick R. Doherty, Jr., Director

Age Group: K-12

COMPREHENSIVE MODEL FOR STATE

The Governor's Career Development Project continues to provide funds to develop and implement K-12 career education/career development programs in local school districts throughout New Jersey. Originally the program was to be concentrated in Model Cities school districts, but the program is currently being implemented in 27 sites, including urban, suburban and rural districts. The program has three components: Technology for Children (K-6), a career awareness program in which curriculum concepts are learned via hands-on technology; Introduction to Vocations (7-9), where students explore occupations through a minimum of six one-day to six-week cycles a year -- each a hands-on work experience directly related to academic curriculum; and Job Placement (10-12) where, through the use of a job placement coordinator, in conjunction with school counselors and teachers, develops part-time/full-time placement opportunities for non-goal oriented high school students as well as placing students in existing opportunities. Each site is staffed by a full-time project director, a job placement coordinator, and a multi-media coordinator functioning out of the career resource center.

Program Publications:

Grades 7, 8 and 9 Career Education Assessment Instruments - Concerning Attitudes

Senior High Career Education Assessment Instruments - Concerning Attitudes

Grass-Roots Development of Curriculum for Career Education

Basic Principles of Technology for Children

Apprenticeship Training and Career Education

Career Development through New Jersey Vocational-Technical Education Programs and Services

ERIC: Useful Information for Educators

Answers to Five Basic Questions about Career Education

New Dimensions of Career Education - focus on Human Development Needs
Available from State of New Jersey, Department of Education, 225 West
State Street, Trenton, New Jersey 08625

Project CAREER
301 North Main Street
Randolph, Massachusetts 02368
Vincent P. Lamo, Director

Age Group: K-adult

PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE)

Project CAREER has daveloped a computerized data bank of occupational performance objectives for various occupational areas which is available to all schools in the state. For each objective the bank will identify prerequisite competencies, skills or procedures for attaining the objective. A special coding process can be used to identify those objectives which can be performed by certain classes of handicapped students. Performance objectives were developed and validated by educators, curriculum specialists, and tradespeople. Project CAREER is a federally funded research and development grant administered by the Division of Occupational Education, Massachusetts Department of Education.

Program Publications:

"Project CAREER in Motion"

A synopsis of "Suggested Models for Supplementing the Project CAREER Data Bank?

Guidance Workshop Manual - Career Information Centers

Guidance Workshop Manual - The Dictionary of Occupational Titles - "A Basic Tool for Teachers and Counselors"

Instructions for the Use of Career Preparation Analysis Charts (Careerograms)

Project CAREER's Workshop Orientation for Special Needs Personnel

Curriculum Data Guide - "Marketing and Distribution"

Becker-Clay County Special Education Cooperative
Career Education Center
Audubon, Minnesota
Larry Anderson, Director

Age Group: 14-21

PREPARES HANDICAPPED IN PERSONAL, SOCIAL AND OCCUPATIONAL ADEQUACY

The program involves 126 mentally retarded and handicapped students from eight school districts in rural Minnesota. This center helps them develop an individualized program to provide entry level skills in an area of their interest. Fourteen areas of exploration have been identified, and each student explores as many areas as possible. Academic studies are related to job exploration through skill sheets, and students also have classes in physical education and social relations. Some may be taking classes in the regular or vocational school. Students apply for jobs within the school and are also given on-the-job training. Students achieve entry skills on a par with any other applicant for that job. The teacher-work coordinator evaluates students in on-the-job positions twice weekly and there is a three-year follow-up program. The Director of Special Education works with the Board of Directors (created under a Joint Power agreement, MSA 471.59) consisting of a representative from each school district, the teachers and the students in forming policy. A recently implemented program is the Lifemanship Skills for Special Needs Youth, which provides a community-living setting to help them acquire social living skills necessary for independent living. Another is the Alternative Learning Program (ALP) which addresses the needs of students that are not adequately served within the regular program. The ALP program helps students by modifying curriculum and providing high interest learning situations to facilitate acquisition of vocational skills.

Project for Saginaw-Chippewa Tribe
Mt. Pleasant High School
1155 South Elizabeth Street
Mt. Pleasant, Michigan 48858
Mr. Marvin Oberlander, Director

Age Group: 9-12 &
Post-Sec.

COMMUNITY CONTROLLED

Saginaw-Chippewa students from Mt. Pleasant high school spend half days in school and half days in work experience placements on the reservation where Mt. Pleasant is located. Students receive academic credit and are paid for their work which is designed to build specific job skills. Instructors are all from the Saginaw-Chippewa tribe. Various instructors rotate supervision of the work depending upon the skills required for the project undertaken. The tribal council makes policy for projects and placement of these students, working cooperatively with the instructors, vocational director and the school board. The instructional component of the program is funded by a $24,000 budget from the State Department of Education. Out of school activities such as the remodeling of a home, payment of student services and material assistance are funded through the community component of the program. The community component receives its funding from the Bureau of Indian Affairs, Work Study Area Center, New York, State Department of Vocational Education, and the Labor Department among others.

Program Publications:

Overview of program

Evergreen Open Living School
Route #6, Box 63
Evergreen, Colorado 80439
Betsy Toaka, Director

Age Group K-9

A COMMUNITY ALTERNATIVE SCHOOL

This alternative school in a small mountain town near Denver involves community people as advisors, teachers, and policy-makers for the school. Parents, teachers and the school board drafted "Prerogatives and Responsibilities" to begin the school in 1970. They are responsible to the JEFFERSON County Board for Community Colleges and Occupational Education but have the right to identify their own staff, self government processes, and curriculum. A Policy Advisory Council consisting of 6 parents, 2 staff, 3 students, and 2 community people makes decisions; the major policy of the school is decided by a town meeting every 6 weeks. Each of six classroom teachers, other aides and project staff meet with groups of seven advisees for the year. Throughout the year the student and his or her family meet periodically with the classroom teacher, a project staff member, an advisor and an interest teacher to plan the student's schedule, identify needs for particular skills, and assess both process and progress toward learning goals. A process historian is part of the staff who helps students, family and advisor groups record and evaluate their learning progress; she also acts as a process evaluator for activities of the entire school. Over 200 people are designated as community teachers; an average of 65 students a year are placed with people in the community such as newspaper writers, musicians, pediatricians, dentists, art store dealers to learn both the skills of a particular profession and its relation to the working world of the community.

Program Publication:

The Different Drummer
Available from the Foundation for Urban and Neighborhood Development, Inc., 3010 West 16th, Denver, Colorado

The Parkway Program
c/o Stevens School,
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123
Dr. Robert Hutchins, Director

Age Group: 7-12

SCHOOLS WITHOUT WALLS

In this school without walls, the city is the campus; the cultural, business and industrial resources of the community are the school. This program, in operation since 1969, has been the subject of five full-length books as well as many special studies. Although the program operates within the jurisdiction of the Philadelphia School District, applicants selected by lottery are drawn from the entire metropolitan area. There are 1,100 students, grouped into five learning communities, each with a staff of 11 certified teachers and a secretary. The school distributes a catalog of 250 learning opportunities from which the students, with guidance from counselors and parental approval, design their own individual programs. These programs meet the Pennsylvania State requirements for receiving a high school diploma. The staff of forty certified teachers is trained, through an intensive staff development program, in counseling as well as concepts and hands-on knowledge of career education. The program also offers a personalized guidance system as well as a computer-assisted counseling program in career education. Philadelphia School District funds cover the average annual $850 per student cost.

Program Publications:

Evaluation of Parkway School District - $1.00
Sample catalogues,

PALS (Pontiac Adult Student Learning Systems)
1830 West Square Lake Road
Pontiac, Michigan
Mr. Robert Rochow, Director

Age Group: 9-12

INTERNSHIP PROVIDES EXPERIENCES FOR LEARNING

PALS (Pontiac Adult Student Learning Systems) is an internship study program for a small group of urban city high school students. This pilot program has grown out of the Pontiac career education program which started in 1969. Each of the 100 students in the project registers an interest in an occupational field and then works for five weeks as an intern in a job in that field. At the end of the five weeks, the student may spend the next internship period at a related job in the same field or may change fields and explore other jobs as an intern. Each student is assisted in planning internship experiences by the program's two instructional leaders. Instructional leaders with counselor training emphasize the development of student skills in communications, decision-making, self-evaluation and the skill to develop their own progress. A city coordinator develops placements for students. Money for the program comes from Vocational Education Amendments of 1968. After the pilot stage, the program will be open to all students.

Program Publications:

Interim Report
Idea Book - Developmental Steps of Program

Urban Career Education Center
62-64 West Harvey Street
Philadelphia, Pennsylvania 19144
Dr. Charles Peoples, Director

Age Group: 10-12

ALTERNATIVE SCHOOL

The Urban Career Education Center was developed as an alternative to public high school in Philadelphia's predominatly black Germantown neighborhood. Developed by staff at the Opportunities Industrialization Center in Philadelphia, the program recruits students from among dropouts or potential dropouts from public school. Long known for success in counseling and retraining of adults, OIC combined three programs in this Center: A Career Intern Program for students; a Career Community Program for parents; a Career Opportunity for Curriculum Development. Funded in part by money from the U.S. Office of Education and the National Institute of Education, the program is accompanied by an evaluation which compares the performance of UCEC interns with that of counterparts both in and out of school.

The Career Intern Program is the core of the UCEC program. Developed for students in 10th, 11th and 12 grades, the program is divided into three phases, all tailored to individual needs and pace of each intern. After orientation, interns begin courses in basic skill development (needs have been assessed through tests) career seminars, and counseling by specialist staff. In Phase II interns beign to pursue special career or skill interests or continue to broaden career awareness. Most of this learning is done on the job at two or three employer sites; on-site learning and experience is related to basic skills and the counseling continued at the program. The successful completion of Phase II goals (the Career Development Plan) means a high school diploma from Philadelphia's public school district. Phase III is a transitional one where staff help students move into and provide follow up during the first year of college work, career training, or a job. The Career Community Program involved public school teachers in developing curriculum units reflecting experience of the Intern Program. The Career

Opportunities Program has involved parents both in planning for their intern's work at the Center and in planning for their own resumption of education or training for different jobs.

Program Publication:

> Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Clark County Career Education Program
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89121
Dr. Verl Frehner

Age Group: K-12

LOCAL FILMS PRODUCED AND PROFILE COUNSELING

Locally produced occupational films and career education guides, syllabi, and discipline activity packets which help teachers plan activities for their own classrooms are widely used by this program which includes urban, mountain, and desert schools. The printed software (i.e., guides, syllabus, and discipline activity packets) are used K-12. The program has developed 44 films about regional occupations, which are used throughout the school district at the 6th and 7th grade levels. They have also developed six exploratory films with accompanying activities for 8th grade students which carries students through a series of learning experiences from "Knowing One's Self" through learning about careers to their "High School Program Planning." At the high school level, the profile counseling program provides students and parents with a profile of the student's abilities and interests enabling students to choose an appropriate career. A work experience program is also part of the high school program. Two program specialists as well as personnel from other funded projects work with the project coordinator to coordinate career education efforts. Task force members are still developing materials to be used in the schools, and all components of the program will not be fully operative until 1976. The profile counseling is financed by Title III funds and production of the films by state vocational funds.

Program Publication:

> Program information sheet which describes products and methods of ordering software from school district is available.

Project PLAN (A Program of Learning
in accordance with Needs)
P.O. Box 1113
Palo Alto, California 94302
James A. Dunn, Director
Curriculum, Guidance and Individual Planning Divisions

COMPREHENSIVE CAREER EDUCATION CURRICULUM

This comprehensive program was the product of a cooperative effort between the American Institutes for Research, 13 public school systems throughout the United States, and the Westinghouse Learning Corporation. PLAN's goal was to develop a practical educational system which would assist schools in developing individualized instruction. This goal includes helping students to acquire knowledge of available choices of occupational roles, leisure-time activities, social and civic responsibilities; to obtain knowledge of individual differences, the principles of learning, behavior management, and prospects for the development and/or cHangeability of interests and values; to develop skills in assessing own abilities, interests and values; to develop skills in forming and evaluating personal goals. With this overall ambition, PLAN has three major theoretical components: Instructional Resources, a Guidance System, and Support Services. In addition, PLAN's Career Education and Guidance components consist of Curriculum Planning and Coordination; the Orientation and Study Skills Program; the Career and Vocational Information Program covering primary, intermediate and secondary levels; the Student Goal Formulation Program; the Individual Planning Program; the Student Assessment and Progress Monitoring program; and the Military, College and Post-High School Counseling Program. Since 1970, PLAN has been comercially marketed by Westinghouse Learning Corporation and is presently used in 100 school districts.

CERES Project
Post Office Box 307
Ceres, California 97307
Ray Faurin

Age Group: K-14

MINI-COMMUNITIES

CERES (Career Education Responsive to Every Student) is a model program aimed at redesigning the curriculum at 7 schools in this suburban/rural district. At all levels, students learn about job preparation, lifestyle and value choices, consumer practices, and identification of interests and skills. The elementary program focuses on self knowledge through an individualized instructional approach. Two unique approaches are used for Career Education infusion: simulated economic societies exist in several classes; while other classes use Career Education learning centers developed from interest inventories. All junior high students participate in a Career Exploration program taught by counselors. Students also identify their interests, abilities, and life

~~139~~ 139

style to help them establish a broad career goal. The high school program provides guidance, courses, and experience needed to help students attain their goal. There is fusion of the career concept into all curricular areas plus a Regional Occupation program to meet the preparation or skill needs for job entry. Five specialists assist the Project Director in coordinating career education throughout the district.

Program Publication:

Teacher guides and student materials are available for a wide range of activities. Publications listing and order form may be obtained.

Career Education Program
Director of Guidance
State Board of Education
San Juan, Puerto Rico
Ms. Gladys Sanchez

Age Group: K-12

PILOT PROJECT

Established as two pilot projects, including urban and rural areas, this program offers field trips, speakers, laboratories, role playing, community exploration and in-class discussion. Guidance and counseling is one of the major components of the projects, which includes educational and occupational planning, self knowledge, and exploration of the world of work among other areas. Another basic component is the placement of high school students, including part-time jobs. Two placement officers were utilized for this purpose. The pilot projects, which had a staff of 24 in their implementation phase, are currently carried out by the regular school staff. The projects have a grant for system-wide dissemination and is being replicated by other school districts.

Program Publication:

World of Construction - (in Spanish)
    Teachers Manual
    Student Manual
    Lectures
Teachers guide for elementary school in career guidance
Career guidance units for junior high school
Teacher guide for the course Introduction to Occupations
Outlines for 7 occupational cluster for students guidance in junior high school
Film - "Algo Mas Que Un Concepto"

Program Publications:

Career Development, K-12   Four volumes: K-2, 3-5, 6-8, 9-12; $8.00 ea.

Cobb County Occupational and
  Career Development Program
Post Office Drawer 'R'
Marietta, Georgia   30060
Joel Smith, Director

Age Group: K-12

FEW SPECIALIZED STAFF REQUIRED TO INTEGRATE CAREER EDUCATION INTO ON-GOING INSTRUCTIONAL PROGRAM.

"What do you want to be?" Before this comprehensive program was implemented, students would respond to the question with limited choices in a few occupational areas having little commonality. Today student responses range among 180 occupations reflecting awareness of occupational characteristics relative to self-characteristics as a result of the career awareness activities of this program. Cobb County has integrated career education into the overall instructional program using a unit approach. Methods include hands-on activities, field trips, role playing, resource persons, providing occupational information, and tie-in of subject matter to the foregoing. The program's only specialists are a career education coordinator and a placement coordinator; rather all school resources are called upon to carry out the program. Teachers and counselors within the system receive in-service training in the use of guides for occupational units. The guides are used by teachers to develop their own units which may then be incorporated into new guides for the coming year. Funded for a three-year period under the Vocational Education Amendment Act, Part D, the effort is now fully supported by the local school budget and has been widely replicated.

Program Publications:

Synopsis -- No charge
Curriculum Units - Approximately 60 units @ $80.00
to cover printing and mailing

Pinellas County Community Career Education Project
3230 9th Avenue South
St. Petersburg, Florida 33712
Mrs. Myrtle Hunt, Director

Age Group
K-Adult

COUNTY-WIDE MODEL FOR STATE

Pinellas County has instituted a long-range plan for implementing career education in all 110 county schools by 1985. The implementation plan calls for the classification of schools according to their degree of participation and funding for career education. In early 1975, 22 schools serving students from Kindergarten through junior college were designated as pilot schools where the career education program included self-awareness and self-concept curriculum units, combination of career awareness with regular academic subjects, exploration of job clusters, and study units of local job markets. Eventually the program plans to have 100% placement in jobs or training for all students leaving school. The master implementation was begun with a series of one day workshops introducing teachers to the Career Education Curriculum and Instruction System for the county. Experience with these workshops has been incorporated into the design of four-week summer workshops for continuing implementation. The county Suncoast Chamber of Commerce has provided assistance in developing local resources for field trips and classroom visits.

Broward County Career Education Project
Walker Annex
1001 Northwest Fourth Street
Fort Lauderdale, Florida 33311
Dr. James E. Smith, Director

Age Group K-12

COUNTY PLAN FOR IMPLEMENTATION

Voluntary implementation of career education in grades K-12 has been fostered throughout this Florida county by the guidance of a Career Education Steering Committee and a project staff which includes a director, a coordinator, three teacher specialists, a guidance and media specialist, and an evaluator. Project staff members are on call as resources to those local schools that want to implement a career education program. An interested school staff commits itself to implementation by forming a local steering committee which includes at least an administrator, a guidance counselor, media specialist, and teachers representing grade levels or disciplines. The Career Education project provides a supplement and in-service training for a key person at the participating school to serve as career education coordinator; this coordinator is, in turn, responsible for training other faculty. Resource guides help teachers integrate academic and career learning and allow them to adapt existing materials for the needs of their own locations and students. Eighty-four of the 135 district schools have volunteered to implement career education in this manner. The implementation program, funded by state and state-administered monies, has been replicated in other counties.

Program Publication:

Career Into Curriculum

Selected Functional Components of
Vocational Educational Counseling
System for the Urban Young
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213
Dr. N.A. Flannick, Project Coordinator

Age Group: 6-12

JOB PLACEMENT AND INTERDISCIPLINARY STUDIES

In conjunction with district schools, the program provides job exploration at the middle school level and career orientation, job placement, and some skills training at secondary level. It provides special services to both potential drop-outs and those who are already skilled but would like further training. The highly industrialized area provides wide selection of on-the-job experience and the placement program has provided services to over 10,500 students in the Pittsburgh School District over the past three years. Counselors work at both the school and career education level and there is a coordinating counseling staff as well as a central coordinating staff working with students in job preparation, placement, and followup. A psychologist works with students and social workers are on call to the central staff. The Director of Occupational, Vocational and Technical Education for the school district supervises four instructional specialists. In addition to certification, career education and industrial experience are sought in staff members.

Program Publications:

"Courses of Study for Career Education for Grades 6,7,8 @ $4.00

Free literature available providing summaries of career education, job placement, cooperative education, skill-centered programs, post-secondary programs.

Course content descriptions available in limited number of areas.

Placement Component of San Antonio School District
1301 French
San Antonio, Texas 78201
Robert Olive, Employment Placement
Coordinator in Area I

Age Group: 16 yrs
up

PLACEMENT AND COUNSELING

This program is a spinoff of Vocational Opportunities Integrated in Current Education (VOICE), whose funding ended in 1973. The placement and counseling component continued at the encouragement of the project evaluators concerned about underemployment among young people in the community. Three placement counselors work with counselelors at eight district high schools, coordinating placement activities with industry and the business community. The program serves students and graduates. This program, funded by the State Education Agency, is located separately from school buildings allowing privacy for students. The placement activity has been replicated in seven other projects in the State of Texas.

Program Publication:

Job Placement Services, a Suggested Model for Implementation
Available from Texas Education Agency, Austin, Texas 78701

Exemplary Project in Career Education
State Board of Vocational Education
Department of Public Instruction
900 East Boulevard
Bismarck, North Dakota
Larry Selland, Director

Age Group: K-12

FEDERAL TO DISTRICT FUNDING

This exemplary project was developed at School District #1 in Bismarck, North Dakota, but administered by the State office for Public Instruction in the same city. Intended as a three year developmental program, staff undertook three major career education thrusts: curriculum development for all grades K-12 by teams of teachers, coordinated field trips and visits to schools by resource people both designed to broaden student awareness of community and occupations outside the school; improved guidance for high school students. A summer guidance program is run by counselors who work all year; they involve parents in career planning from high school coursework to post-graduation plans. Summer skill workshops allow students to explore "hands on" skills, like woodworking or electrical repair, which they have not had time to pursue during the regular year; many of these workshops are particularly popular with high school girls. At the end of the project's three year funding, the local District agreed to incorporate its basic ideas into the regular school budget with special career education funds for materials and salary supplements for the staff who coordinate field trips and conduct the summer guidance program. State level staff have applied what they learned in Bismarck to implementation efforts for career education at other sites throughout the state.

Program Publication:

> Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Career Education at the State Level

(Excerpted from Career Education: A Guide to Resources)

(An) Analysis of State Laws on Career Education and Pending State Legislation. Washington, D.C.: National Advisory Council on Career Education, 1975

A comprehensive examination of state legislation related to career education.

Career Education in Florida. Tallahassee, Florida: The Department of Education, 1973

This 10 page position paper should be of considerable value for efforts designed at achieving commonality of understanding about career education concepts.

Career Education in Michigan: An Introduction. Lansing, Michigan: Michigan Department of Education, 1975

A brief, succinct monograph developed to acquaint Michigan citizens with the concept of career education.

(The) Status and Progress of Career Education. Washington, D.C.: The Council of Chief State School Officers, 1975

Perhaps the most current and comprehensive study of career education at the state level, this volume (available through ERIC) examines the backgrounds of state leaders, their relationships with other SEA personnel and the sources of funding for their positions. Additionally, a major section is devoted to state legislation related to career education.

2. Rural Career Education Programs

- Selections from the Career Education Catalog (Abt Publications)

Craig Alaska City Public Schools
Craig, Alaska
Stanley L. Bippus, Superintendent of Schools

Age Group: K-12

INDIVIDUALIZED COMPETENCY BASED PROGRAM

The Craig School System, located on an isolated island, is one of ten rural experimental schools being studied by the National Institute of Education (NIE) and is also a pilot school for the State of Alaska's study of alternative graduation requirements. Its highly individualized career education program is made possible through close student and teacher contact. On the elementary and middle school levels, students are exposed to resource speakers and learn about every career area in the community before reaching high school. The primary emphasis, however, is not on occupations but on exploration of interests and needs, and wise decision-making. On the high school level, each student proposes a career area for study and an individual program is set up according to the student's own needs and goals. By senior year the student must have a career commitment and must demonstrate proficiency in that area before graduation. The project, with a fifty percent Indian population and fifty percent Caucasian, tries to compensate for its isolation through an extensive cross-cultural and travel program. A special career counselor establishes community contacts and every student chooses a "significant person" who also acts as informal counselor. The school district's primary funding sources are ESEA Title III, State of Alaska, NIE and Indian Education Funds among others.

Tri-District Special Services
48 East 1st North
St. Anthony, Idaho 83445
Dr. Robert Charlton, Director of
Career Education

Age Group: 9th, 8th, 7

MOBILE UNIT COMPENSATES FOR ISOLATION

A mobile resource unit visits junior high students in three rural school districts to give information on many occupations with which the student may not be acquainted; also to help students gain self-awareness and to use their knowledge of self and work in making realistic career decisions. Parents participate in assessing their child's interests and problems, and work closely with school counselors. In addition to the classroom teachers and on-site counselors involved, there is a project staff of director, a special career counselor and an information instructor. Eventually students of all grade levels should be involved in this program. The Idaho project is in its second year of a three-year Title III funding.

Program Publications:

"Careers in Motion" Instructors guide and student workbook, $2.00

Spartenburg Career Education Project
Spartenburg School District #5
Duncan, South Carolina
George O. Coan, Director

Age Group: K-12

RURAL AREA SHARES PROJECTS

Despite the distance between the six towns in this rural school district, teachers and counselors are sharing activities and compiling resources which help them implement career education into curriculum for K-12 students. Activity sheets, developed by students and teachers, specify and guide projects in career education that may take from 10 minutes to four weeks to complete. These sheets are regularly reviewed by teachers and central project staff; at year's end a new resource guide for all teachers is available. For junior and senior high students, mini-courses offer work experiences in the mill and textile industries in their district and a variety of other occupations in two neighboring cities. Each of the 225 teachers involved in the program meets individually with the two project staff during the year. Training workshops include sessions for school principals.

Magnolia Public Schools
Post Office Box 649
Magnolia, Arkansas 71753
Ms. Pensy Puckett, Director

Age Group: K-12

PLACEMENT HIGH IN RURAL DISTRICT

Operating in a small, rural school district with a high rate of poverty, this program placed 97% of its graduates in work or further schooling last year. Students study 4 occupational units and 1 attitude unit a year during early elementary school, expanding to the 15 Office of Education occupational clusters in grades 5-8. Specific career education courses combined with vocational experiences are introduced in grades 8 and 9, and work exploration and simulated experiences in trade and industry and in food services take place in high school. About 5% of high school students participate in the General Cooperative Education program receiving credit for one-half day of classes and 15 hours of work. Started under federal funding, the original staff have been absorbed into the school system and funding is now local. The program has the advantage of informal but extensive community linkages.

Program Publications:

Career Awareness Units, grades 1-5 (including 25 occupational and 5 attitude units), $12.00

Northeastern Colorado Board of
Cooperative Education Services
Haxtun, Colorado 80731
Al Renzelman

Age Group: K-14

REGIONAL PROGRAM

The Board of Cooperative Education Services provides several educational programs for 14 rural school districts in Colorado and strong in-service training for teachers. The Board uses commercial resources such as the Duso kit and Florida Valuing material, and also produces a booklet describing individual teachers' efforts in career education. Programs include the job van which visits each junior high with audio-visual information on careers and job preparation; special career education academic courses for junior high; mini-courses taken in school or on site; interviews and films on occupations made by junior high students in English class; 10th grade exploratory field trips; 11th and 12th grade on-the-job training for credit and pay. The regional coordinator and school coordinator work with teachers to gather and disseminate information. Although funded by a $32,000 Vocational Educational Grant, local funds provide $228,500, most of the operating budget.

Program Publications:

Career Education in Northeast Colorado: A Summary of Methods and Material
Career Education Division, $3.00

Raleigh County Research and Development
Project in Career Education
105 Adair Street
Beckley, West Virginia 25801
Mary Klaus, Guidance Director

Age Group: K-12

HANDS-ON EXPERIENCE FOR TEACHERS

This program, based in a rural, coal mining area, receives a strong community support, including financial aid. The placement office has a good degree of success matching skills to jobs for local employers and has a good working relationship with the state employment service. Every effort is made to acquaint teachers with community resources, and the teachers are offered stipends for in-service courses in which they not only develop curriculum units, but gain actual hands-on experience. About half the students in the school district are served by the program. Junior high school students are offered a summer vocational exploratory program in which they spend two weeks working in three different shops. High school emphasis is on guidance and placement, and career education units become more structured. A coop program, special classes in mining, summer workshops, programs for dropouts and special education students, and an adult learning laboratory are among the career education opportunities available. After two years of federal funding, the program is now locally supported.

Program Publications:

"Building Blocks to Careers"

Lincoln County Schools Career Education Program — Age Group: K-12
Lincoln County Schools
Box 437
Hamlin, West Virginia 25523
Mr. Elknis, Director

WIDELY REPLICATED COMPREHENSIVE RURAL PROGRAM

Serving a largely rural population, this comprehensive K-12 project operates within a rural school district encompassing 26 schools and a Vocational Center. Under the direction of a Voc. Director, the vocational and career education programs are closely integrated and both stress hands-on activities at all levels. At the elementary level hands-on activity is encouraged through simulation kits, field trips, and trips to the Vocational Center. The high school level features co-op and work study programs as well as in-school vocational studies. A special characteristic of the program is the availability of all vocational facilities to all students including dropouts. Additionally, the high school counseling and placement service and the Vocational Center assist students in finding jobs by gathering information from local employment services. Students, however, are also encouraged to seek out their own employment opportunities. Staff include 3 coordinators and 4 paraprofessionals who work with school guidance counselors. As a part of in-service training, teachers also receive hands-on experiences at the Vocational Center. Originally federally funded, the Lincoln Project is currently financed from county funds and has been replicated in New Mexico and in Texas.

Program Publications:

Curriculum Guides Level 1-10
Occupational Awareness Test Level 1-6
Resource Bibliography in Career Education

Career Education/Environmental Studies Project — Age Group: K-6
Deerfield Valley Elementary School
Wilmington, Vermont
Casey Murrow, Director

CAREER EDUCATION IN THE COUNTRY

This rural elementary school with 200 students is modeled after British open classroom primary education. Career education here is combined with an environmental studies project which makes use of the outdoor location of the school and the many community resources available in surrounding small towns in southern Vermont. Contact between the school and community is frequent, maintained through field trips from the school, and resource visitors to it. A resource guide consolidates names, topics, interests and requirements for preparation for visits to or from the people and businesses listed. The program Coordinator and two assistants guide teachers to new materials and new ways to use old ones; they also act as substitute teachers with career education specialties. They may provide coordination or leadership for a field trip; or take over a classroom for a special career-related project. They allow regular teachers release time to spend with smaller groups of children, to attend workshops or to visit other innovative schools. Students are encouraged to make records in a variety of media on their projects both as products and as ways to communicate career information to other students. Although the school receives a small amount of federal funds and its emphasis is on low-budget activities.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Comprehensive Career Planning
and Placement Project
Peoples Academy
Morrisville, Vermont 05661
John Osborn, Project Director

Age Group: 2-12 grades

CAREER EDUCATION IN ISOLATED AREA

The Comprehensive Career Planning and Placement Project, based on the Exemplary Guidance Project, was designed to give children in isolated, rural, northern Vermont, the opportunity to develop self awareness, career awareness, and decision-making skills through an integrated career education academic program. Nine hundred out of 1100 students in this low-income area participate in the project. Special efforts are made to compensate for the district's isolation. All elementary school children participate in at least one field trip out of the region and 1 to 3 local field trips per year. Sixth graders spend one afternoon a week on the job and specific group guidance sessions focus on individual interests and abilities in grades 7 through 10. Instructional units have been developed to help students assess specific career and living opportunities. Tenth graders are given intensive guidance in deciding whether to attend the local high school or the regional vocational high and a travel component is introduced in the 10th through 12th grades. High school seniors without interest in further formal education take a special course, the World of Work, offering job preparation and training. Staff includes 3 full time guidance counselors, 20 elementary and 8 secondary school teachers.

Tennessee Exemplary
Project in Career Education
Post Office Box 30
Floral Street
Greenville, Tennessee
Mr. Gary Hobby, Director

Age group: K-12

IMPLEMENTATION COMMITTEE

An important feature of this rural K-12 program is its implementation committee composed of students, parents, school principals, and the career education team. The committee coordinates the incorporation of career development into the academic subjects with a goal toward developing appropriate attitudes about the personal and social aspects of work. Job exploration and on-the-job experiences are also emphasized. At the elementary level, field trips and hands-on activities are stressed, while junior high school students use career information centers and call upon visiting resource people. High school students typically work in training centers two hours per day for five week periods. Both junior and senior high students have access to counselling and placement services which are considered extremely important. One fourth of the operating budget has been allocated for these services aimed at a 100% placement rate. Approximately one quarter of this rural school population is low income.

Cashmere Education Project
Cashmere School District
210 So. Division Street
Cashmere, Washington 98815

The purpose of this project was to establish a comprehensive K-12 career education program in rural disadvantaged communities and to provide a model program that would be transportable and impact other school districts.

- Publications

Career Education Handbook for Rural School Administrators. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools, 1973

Prepared specifically for use by small school administrators, this book contains suggestions relating to career education programs, curriculum materials, funding and evaluation in small school situations.

Career Education: Promising Practices in Small Schools. Portland, Oregon: Northwest Regional Educational Laboratory

This monograph identifies and describes 18 programs in rural areas and offers information on the types of career education programs that may be implemented in small schools at reasonable cost.

Rural America Series. Columbus, Ohio: The Center for Vocational Education, The Ohio State University

A training guide for setting up career education and guidance programs in rural areas.

3. Education/Military Alliance Project

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Education/Military Liaison Project

Project Officer: William Israel
130 15th St., N.W.
Suite 300
Washington, D.C. 20005
(202) 785-0911

Project Goals and Objectives

The goal of this project is to assist high school students toward making appropriate and proper career decisions by providing the students with up to date information on career and educational opportunities existing in the military services.

- If students are to make proper decisions regarding their future employment and education, it is important that they have adequate current information on all career and educational opportunities open to them. For a variety of reasons, mainly the end of the draft and the advent of the All Volunteer Force, information regarding existing career and educational opportunities in the military services needs to be more effectively communicated to high school students.
- Since the military services employ a large number of the students exiting from high schools, and since the military services offer many viable job, training, and educational options, the need to inform high school students about these options becomes apparent.
- Furthermore, when an exiting high school student makes a proper career choice whether it be in the military or not, everyone stands to benefit. The education community benefits because it has succeeded in one of its most important missions. The military community benefits because its employee, if he or she has chosen the military, is pleased rather than disgruntled with his or her position. And, most importantly, the former student is a happy and productive individual.

To attain this goal, each state participating in the CCSSO Education/Military Liaison Project has appointed a five member team consisting of:

- The Chief State School Officer
- The state director of guidance and counseling
- A policy level SEA staff member
- A local school administrator
- A military representative

Each state team is charged to meet the following main objectives:

1. Liaison between the education and military communities as both communities move ahead in a common effort to help students make proper career choices.
2. A review and assessment from an educator's point of view of information pieces currently used by the military for providing information to high school students on career and educational opportunities in the military service.
3. A determination of the state of the art at the State Education Agency (SEA) level as well as a statement of what the appropriate SEA role should be.
4. The development and implementation of an Education/Military communication system for each state.

4. Experience-Based Career Education Models

Experience-Based Career Education Project
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
Rex Hagans, EBCE Director

Age Group: [illegible]

LEARNING ON SITE

This alternative secondary school is one of four experience-based career education programs sponsored by the National Institute of Education which plans major learning projects at employer and community sites. It is run by a nonprofit corporation in conjunction with the Northwest Regional Education Laboratory. Students may spend one or two years at the program, where they have a great deal of responsibility for designing and arranging learning projects. Learning activities are concentrated in three areas: Basic Skills, which are integrated into every project designed by a student; Life Skills which require students to complete projects in such areas as functional citizenship, critical thinking, and personal social development. Part of Life Skills are the Competencies, 13 in all, in which students must be certified before they can graduate. Competencies include providing emergency first aid and being able to file a tax return. Most projects combining these first two areas are completed while at one of four levels at an employer site. The most common levels, required of all students are the Exploration Level, during which students learn about the business, its component occupations and the relation of its goods or services to the community nearby. On a Learning Level at an employer site, projects are completed that combine basic skills (and sometimes a competence) with learning some skills which make up jobs at that site. Employer instructors work with program staff; and both employers and community people must certify student competence. Six employers hold half of the 13 positions on the Board of Directors; three other members represent unions and the Board includes a parent, a school district representative, and students and a staff person from CE. The program has developed planning zones and an accountability system to facilitate scheduling their learning; at completion of requirements, students are awarded a high school diploma from the Tigard District.

Experience-Based Career Education Project   Age Group: 9-12
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103
Louis Maguire, EBCE Director

THE ACADEMY FOR CAREER EDUCATION

This research and development program, one of four experience-based career education developmental programs sponsored by the National Institute of Education, offers high school students who volunteer, an alternative setting in which to develop academic, career, and personal skills. While students retain their membership in their home high school and participate in all extra-curricular student activities, they pursue their high school credits through a special series of courses and activities in the Academy for Career Education. There are three components: a Career Development Program, an Academic Resource Center, and a Career Guidance Program. The Career Development Program, the heart of the Academy, brings students into associations with individuals and organizations in the community. With that community participant the students develop and test career plans. After learning about qualifications, employee rights and responsibilities of jobs in various job clusters, the student specializes in a particular area; the student and community advisor define and develop specific learning activities. After completing these activities, the student evaluates the experiences for his/her own career planning. The Academic Resource Center supplements the community experiences by providing support through tutors or advanced independent work in English and mathmatics. Students spend from 2 to 7 hours a week in the center depending on their needs. Finally, the Career Guidance Program helps the students to develop self-appraisal skills, to develop decision-making skills, and to take responsibility for themselves.

Experience-Based Career Education Project
Appalachia Educational Laboratory   Age Group: 11 - 12 Grades
Box 1348
Charleston, West Virginia 25325
Dr. Harold Henderson, EBCE Director

DESIGN YOUR OWN PROGRAM

Students from 11 high schools in Kanawha County volunteer to participate in this alternative project sponsored as one of four national experience-based career education programs by the National Institute of Education. The project is not merely geared toward skill development of a single work experience; rather it merges academic, vocational, and general education with a series of learning opportunities in the community: In designing their own high school degree program, 11th and 12th grade students work with Learning Coordinators to determine the specific objectives of each part of their community program whether it be to explore career options, to test out alternative career choices, or to learn how people feel about their work and how career choices affect thier lives. The learning experiences in the community are varied and help students gain an understanding of the real world. Students rotate every three to 13 weeks in their community learning experiences where they work from five to eight hours per day. They then jointly evaluate with their Learning Coordinators their experiences for high school credit. A staff of 26 teachers, counselors, curriculum specialists and support personnel have been involved in this R & D project. Six Learning Coordinators (teachers), one administrator, one counselor, one employment site placement specialist, and two chauffeurs work with the 75 program students. Minority groups are represented in the same percentage as in the community.

Experience-Based Career Education Project   Age Group: 10-12
Far West Laboratory for Educational R & D
1855 Folsom Street
San Francisco, California 94103
Robert Peterson, EBCE Director

FAR WEST SCHOOL

This research and development project, one of four experience-based career education developmental programs sponsored by the National Institute of Education, relies on active participation of the community to combine academic, career, and personal development skills through direct, non-paid learning experiences in a variety of employer and community settings. Students work with three Learning Coordinators to plan their learning program around individual projects. At least four projects are organized per semester and they are assigned potential credits in this planning stage. Projects draw on four kinds of learning resources:

1. adults in various work settings who volunteer to share their knowledge, skills, and experience with an interested student in a one-to-one relationship;
2. employers who offer small-group activities at employer locations consisting of sequenced activities such as orientation briefings, observation, study of operations, and hands-on experience;
3. community study resources available to the Oakland public, and;
4. varied activities; working with a tutor on basic skills, taking a specific course required for college entrance, or taking a course at a community college. Students' projects usually take approximately 35

half days to complete a project. The first 12 half days are devoted to orientation of student to the organization and its activities and facilities. The final 20 or more half days are spent on-site in productive tasks (which may be for pay) in an organization or a career-subject area.

Credit is given on a pass/fail basis on completion of each project; the program awards a high school diploma and helps students make a choice of college, immediate employment, or more specialized skill training.

B. Selected Career Education Programs in Idaho

1. Coeur D'Alene, Idaho
Contact: Gerald Stutz, 311 N. 10th Street

a. The Coeur D'Alene District has implemented an awareness program for grades 5 and 6 and an exploration program for grades 7, 8 and 9. The latter involves students visiting businesses in the community.

During the past school year those programs expanded to include self-image guiding for all elementary grades, more exploration activities for 6th grade students, and greater teacher involvement in providing activities that show the relationship of school and work.

In the 1978-79 school year, four additional projects are planned: (1) *Building Positive Self-Images,* which will train many elementary teachers in self-image building activities for the classroom and parents for initiating similar activities in the home; (2) *Career Development Guidance Program,* which will prepare 9th graders in goal setting, decision making and positive self-image building; (3) *Relating School and Work,* which will train junior high teachers for showing the relationship of their subject matter to the world of work; and (4) *Life Skills-Work Experience for Special Education,* which will prepare special education students for work.

b. The *Polaris Project* assists juniors and seniors in making career choices. Defined as a guiding program in career awareness, the project is designed to meet the needs of students in rural areas. Activities involved include constructing a career information library, providing self-assessment and self-development opportunities, initiating individual and group guidance sessions, planning work experiences and involving the community in the program.

2. Idaho Falls, Idaho
Contact: Craig Ashton, Idaho Falls High School

Community Based Career Experiences is for students grades 10-12. The program allows students to explore a variety of occupations at a work site with the cooperation and supervision of businessmen and professionals in the community. Students establish their own learning contracts with the assistance of employers and student advisors. The program is also going on at Skyline High school.

3. Minidoka County School District
   Contact: Floyd Merrill, 633 Fremont Street, Rupert, Idaho

   The district has developed a guide of career education activities for grades one through twelve. The activities are designed to give teachers useful ideas for making career education a basic part of their teaching.

4. Nampa, Idaho
   Contact: Gary Doramus, Roosevelt School, 1215 12th Avenue, S.

   a. *World of Work-Career Awareness Program.* The intent of this project is to make accessible the ongoing life activities of workers functioning in the community by encouraging classroom presentations from community members. The program hopes to expand students' views and understandings of the world of work. Career awareness units for grades K-6 have been developed and curriculum is being revised to incorporate integrated learning activities that will prepare children for their futures.

   b. *Household Maintenance and Repair Project* is designed to meet a need for wider dissemination of home management skills and to familiarize students with possible career opportunities in this area. The program involves community resources to help students understand the importance of good management.

5. Pocatello, Idaho
   Contact: Phil Burkhart, School District No. 25, P.O. Box 1390

   a. *Career Exploration Program.* All four junior highs in the Pocatello District are participating in providing career exploration activities for students with approximately 45% of the teaching staff involved in the career education activities. About three-fourths of all junior high students are participating in occupational awareness and exploration opportunities.

b. *Experience-Based Career Education.* Funded by Part D of the U.S.O.E. Vocational Education Act, this three year program for junior and senior students provides opportunities for integrating academic and community-based learning. Much of the students' learning time is spent in the community, exploring various careers and choosing a career for more in-depth study. The remainder of their time is spent at a learning center where students master a number of life skill competencies.

6. Sugar-Salem, Teton, North Fremont, South Fremont Districts

a. *Careers in Motion* is a program developed to assist secondary students from three school districts in selecting a career. The program centers around a 12x50 foot mobile office unit which serves as a career guidance center. One section of the mobile unit houses a complete career exploration library and the other provides space for group and individual counseling with a full-time guidance counselor. Each ninth grade student from the four participating high schools spends one period per day for nine weeks in the mobile unit. Through structured experiences, students explore their personal aptitudes, interests, values and career related attitudes. For further information contact Robert Charlton, Sugar-Salem School District No. 322, P.O. Box 238, Sugar City, Idaho 83448.

b. *Project View* is an up-to-date and easy-to-use system of career information about jobs available to Idaho's high school and community college graduates. The View program provides descriptions of 431 occupations--the majority of which do not require a baccalaureate degree--on microfilm. The occupational information is localized to Idaho and available in all high schools in the state. Funding for the program has been provided by the Division of Vocational Education and the State of Idaho Department of Vocational Rehabilitation. For further information contact Robert Charlton, Tri County Special Services, St. Anthony, Idaho.

c. *Occupational Versatility for Exceptional Children* is a program for exceptional students in the 10th, 11th and 12th grades at North and South Fremont High Schools. Its objective is to assist these students achieve a positive self-awareness and to help overcome the problems exceptional students have in choosing and successfully functioning on a job. The project has three essential components. They are: Career Curriculum Guide, Parent Consultative Services and Training, and Teacher Inservice Training. For further information contact Jerry Edgington, Special Services Building, 48 East 1st North, St. Anthony, Idaho.

Additional Idaho projects in career Education are operating in the following school districts:*

Snake River	Contact:	Bert Nixon	(Exemplary Program Funding)
Kimberley		Vernon Exner	(State Funded Project)
Malad City		Larry Nalder	(State Funded Project)

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* Contacted by NWREL May 27, 1977; materials not received in time for inclusion in this draft.

C. Analysis

1. Use of the Materials

Career education is most effective when it is appropriate to the context within which it is conducted. The materials in 2.1.4 provide a wide array of practices, in a variety of settings, that are conducted for many different purposes. Thus, exemplary practices described include those used with minorities, the physically and mentally handicapped, the gifted, migrants, students with and without work orientation or experience, etc. It is possible for the local practitioner to draw from the materials descriptions of target populations and practices, that match quite precisely with the context within which the practitioner must develop and conduct a local career education program.

2. Potential Benefits of Using the Materials

Where exemplary programs are concerned, the individual in the SEA or LEA who has responsibility for reviewing materials and recommending career education practices can usually expect technical assistance beyond mere written descriptions of the programs. Exemplary program personnel can be called upon for direct assistance by means of telephone communication, correspondence or on-site visitation. Staffs of programs nominated for exemplary status are typically eager to explain their programs to others and are usually provided time and materials to do so as part of the dissemination component of the programs.

2.1.5 BUSINESS, LABOR AND OTHER COMMUNITY RESOURCES

A. Developing and Utilizing Community Resource Sites

B. Directory of Community Resource Learning Sites

C. Analysis

2.1.5 BUSINESS, LABOR AND OTHER COMMUNITY RESOURCES

Effective use of a broad spectrum of community resources can bring vitality and relevance to career education programs as well as help stretch available career education dollars. Students of all ages should be able to use their whole community as a pool of learning resources to better understand themselves, every-day roles, situations and people. This can happen through the identification, recruitment and utilization of local businesses, labor organizations, civic and service groups, governmental and social agencies, trade and professional groups and others.

The listings in this section are examples of the variety of organizations to be found in many communities. Scanning a local telephone directory's Yellow Pages will probably turn up listings similar to those in the first three pages of this section. Those in the remaining pages are the names of agencies, companies and people cooperating in the Experience-Based Career Education model programs.

Transforming lists into meaningful networks of resources for student learning requires school people to:

- analyze their potential for in-school or on-site learning experiences
- assess the appropriateness of the potential learning experiences for the students' ages, interests and to the curriculum and match them accordingly
- initiate and maintain regular contacts with those resource persons and agencies which will cooperate in the local career education program

- orient both students and resource personnel so that all persons involved understand the expectations
- manage and/or facilitate the logistical arrangements needed to carry out the program
- evaluate, with students and resource persons, the effectiveness of the learning experiences and modify them when necessary

The benefits of using such resources--to schools and the community as a whole--make the effort worthwhile.

A. Developing and Utilizing Community Resource Sites

The following resources provide assistance to administrators and teaching staffs on utilizing the community as a learning resource.

1. Materials and Publications

Action Learning: Student Community Service Projects. Washington, D.C.: Association for Supervision and Curriculum Development

Experience-Based Career Education--Community Resource Handbooks

Each of the four laboratories engaged in developing EBCE have published handbooks on how to establish and use community learning sites. See section 2.1.4.A. for a listing of these publications.

Experience-Based Learning: How To Make the Community Your Classroom. Portland, Oregon: Northwest Regional Educational Laboratory, 1977

This is a guidebook to show how off-campus learning opportunities can be opened up for students. It includes ways of structuring experience-based learning, linking community resources with student projects, writing student projects, locating and involving resource people and managing the process.

Project Ideabook: Sample Student Projects Using the Community As A Learning Resource. Portland, Oregon: Northwest Regional Educational Laboratory, 1976

Used initially as a supplement to EBCE staff training, this manual contains a wide selection of predesigned community projects.

2. Programs and Practices

Community Resources for Career Education, 11300 N.E. Halsey, Portland, Oregon 97220

The Community Resource Information System provides schools and their communities with a means of coordinating community resources in a way that is beneficial to both students and participants of community groups. The Data bank and Clearinghouse materials offer ways to expand student involvement in the community without overutilizing and overtaxing the same limited number of cooperating employers and workers. The System can be adapted to the needs of both small and large school districts.

Institute for Public Affairs Research, Inc., IPAR,
510 S.E. Morrison St., Portland, Oregon

IPAR is a non-profit organization, funded by volunteer contributions from foundations, businesses, individuals and limited support from public education. Its governing board is broadly representative of the community, including labor, business, government, education and professions. Its staff coordinates and carries out resource recruiting, scheduling and liaison activities with the schools. In Portland it acts as a centralized service for recruiting community resources and linking them with the classroom.

Washington State Community Resource System for Career Education, Olympia, Washington, Superintendent of Public Instruction

This resource system has produced a compendium of materials which include ideas, guidelines and methods that can assist any school or district in planning and managing a system of community involvement. Materials developed by this system include a Teachers' Guide and Special Materials.

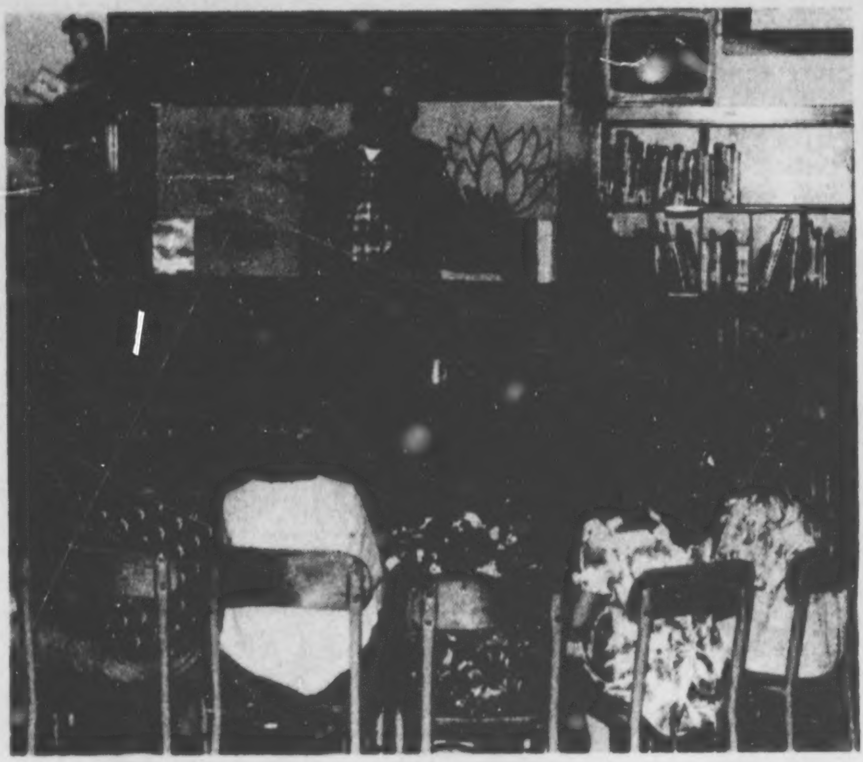
May 1977
Number 5
Career Education Project
Cashmere, Washington 98815

Communicating successful career education practices to rural schools.

People & Places

The places and people in your community can help you communicate career education concepts to your students. Yes, *your* community . . . and it doesn't matter how small it is. Look at it this way: does your town have a grocery store? If it does, it could be used as a teaching environment where students could learn how to use a cash register, explore art-oriented careers by examining package design, study math concepts by learning about comparative pricing, or relate their chemistry skills to information about food packaging and preserving. Is agriculture the main industry in your area? If so, students could use this as a basis for studying production, distribution, and consumption. They could trace the commodity grown in your area from the source to the finished product . . . wheat to bread, cotton to clothes, oranges to juice. During this process students could learn about people employed in all sorts of associated occupations: horticulturists, tractor manufacturers, farm workers crop dusters, factory workers, truck drivers, marketing experts, and consumers. Does your community (or a nearby town) have a post office, a bank, a restaurant, a newspaper, or a service station? If the answer is yes, you've opened up a number of other exciting possibilities . . . opportunities to increase your students' awareness of various careers and show them that the things they learn in school have practical application in the world of work.

Not only are there sure to be lots of *places* in your community which could be utilized, there are probably plenty of *people*. Do you know a plumber, doctor, carpenter, beautician, mechanic, veterinarian, or law enforcement officer? You probably do . . . and many of these people will surely be willing to come to your classroom and talk about their work. That's what community involvement is all about: it brings the community into the school and projects the classroom into the community.



The community in the classroom

One way to add career education emphasis to instruction is to invite people from the community into the classroom and have them talk about their work. In school systems where this type of involvement is common, students and teachers agree it is a meaningful approach. If bringing the community into the classroom sounds like something you'd like to do, keep reading because the following hints should help you optimize the effectiveness of this teaching strategy.

First, *coordinate your guests visit with current instruction.* It's important for a resource person's talk to be closely related to what your students have been recently studying. Here are some examples: students learning how to write resumes and fill out job applications might be interested in listening to recent high school and college graduates talk about hunting for jobs . . . math students at all levels could see how the skills they are learning have relevancy to the world of work by listening to an accountant, a surveyor, or an engineer talk about their jobs . . . grade school students involved in a science unit about the human body could learn more about how to care to the body by listening to health care professionals tell about what they do. The first step of organizing a visit by a community person is, therefore, to carefully examine your instruction and select a unit to which depth could be added by inviting a resource person to the classroom. (If you know someone who you would like to invite, review your curriculum to see where he or she might best fit in.) The point is, to be most effective, a visit by a volunteer from the community should tie in with what the class is presently doing.

Second, *thoroughly prepare your guests for their visit.* The following list suggests some topics you might want to discuss with resource people in order to help them feel comfortable with their role.

a. Tell them a little bit about the career education approach. Be sure to mention why community involvement is valuable . . . and appreciated.

b. Give them a description of the general format of the session in which they will be involved. Let them know, for example, if they will be involved in an individual classroom presentation about their job or if they will be serving on a panel as one of several community people. Furthermore, supply specific information about the size of the group and the amount of them they'll have to talk with students.

c. Discuss the characteristics of the group they'll be addressing; include comments about what they have been recently studying.

d. Offer suggestions for areas you would like to see discussed. If, for instance, you want your visitor to stress equality of career opportunities for both boys and girls, or if you would like them to relate their job to a particular discipline, ask them to do so. Most resource people will welcome any guidance you can offer.

In short, try to prepare resource people in any way you can. They will make a more effective contribution if they know what to expect . . . and what is expected of them.

Finally, *realistically evaluate the contribution made by your guests.* Of course, before you can evaluate the visit you need to have established goals. Before you have a resource person visit, therefore, decide what you want their talk to accomplish. Once you have determined your objectives you might design a pre-test/post-test format to give to your students. In this way you can determine how much they learned from the activity. (A sample pre-test/post-test is included in this newsletter.) Evaluation efforts should also be directed at participating community resource people. Ask them if there was anything you could have done to make their visit easier . . . and ask them if they felt they made a valuable contribution. Then, evaluate the unit yourself. Did it help your students? Was it relevant? Was a particular resource person comfortable with a student audience? Would you invite them back? Finally, in addition to having students take a post-test, ask for their verbal reaction to the resource persons visit. And also encourage follow-up activities related to the visit. Students might, for example,

write thank-you letters to guests or do research on the topic which was discussed.

Bringing the community into the school is fun for everyone. It gives the people in the community an opportunity to share in the educational process . . . it gives educators an opportunity to break the lecture habit and explore new teaching techniques . . . and it gives students an opportunity to learn about the world of work in an interesting way.

Activity Ideas

- Draw a large map of the United States and have children make cut-outs of workers in occupations which are associated with specific parts of the country, such as a fisherman, citrus worker, car manufacturer, or tobacco farmer.
- Have students develop skits about various work settings (an assembly line, a sales conference, a hospital, a construction site) and discuss the talents or skills that seem to be necessary to carry out the various roles.
- Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed.

Good News

A bill which will enhance your local career education efforts has recently been passed by the U.S. House of Representatives. HR-7, the $250 million dollar, 5 year Career Education Bill, authorizes career education programs for elementary and secondary schools across the country.

The bill is intended to "assist states and local educational agencies in making education as preparation for work a major goal of all who teach and all who learn by increasing the emphasis they place in elementary and secondary schools on career awareness, exploration, decision-making, and planning." This assistance is planned for a consecutive five-year period with the first year level set at $25 million. The second, third, fourth, and fifth year levels, respectively, are: $100 million, $75 million, $50 million, and $25 million.

Funding to any state will be based on its relative proportion of members of the population ages 5 to 18 and will be used for applications as follows: state coordinator and staff employment, career education leadership activities, funding of local comprehensive programs, and reviewing and revising the state career education plan. Eligibility of a state to receive funds is to be based on the nature of the state plan (objectives expected and methods planned). Each years progress will form the basis for the next years funding. It is also specified that no more than 15 percent of the monies allocated to the state will be used for personnel and leadership activities at the state level.

This bill, which could have a tremendous influence on the development of career education programs, now goes to the Senate . . . where it could use your support.

Learning at Job Sites

The first part of community involvement in career education is bringing the community into the school. The second part is extending the classroom into the community. In other words, involving your students in learning adventures which take place at job sites. Workplace activities can give students career education experiences not available in the classroom: they are a way in which young people can see careers in action and thus develop a more realistic idea about what working is like.

There are several types of workplace activities which can be utilized. Teachers might organize field trips, "hands-on" experience situations, job shadowing, student-conducted interviews, or actual work experience ronments. The method selected will depend on the number and age of the students who will be participating and the place of business involved.

A review of the various types of activities should give you a clear idea of which one is appropriate for your particular circumstances. *Field trips* are the most common workplace activity. They are appropriate at all grade levels and for small as well as large groups. They generally consist of a group tour of a job site. The purpose is for students to see people performing various work roles. *"Hands-on" experiences* are usually designed for individual students or small groups of students, generally at the middle or high school level. These are carefully defined activities in which students are encouraged to practice a basic skill in a real world of work task. The emphasis is educational: students do not assume an employee role, but learn from employees the skills they'll need to perform a given job. *Job shadowing* is a career exploration activity which enables students to spend one (or more) workday with an adult on the job. In this way the individual student can closely observe many aspects of an occupations during a typical daily cycle. *Student-conducted interviews* emphasize talking to people rather then watching them. This activity can be effective when used in conjunction with other workplace activities. Students on general tours, for example, might interview employees (asking questions prepared prior to the excursion) to add more depth to their experience. Similarly, students who are job shadowing or involved in "hands-on" experiences might conduct interviews. Actual *work experience* situations (which in many school systems are the responsibility of special departments . . . cooperative education or work study programs, for example) are nearly always for students nearing graduation. The emphasis in this approach is not to develop career awareness, but to help students acquire valuable employability skills.

All of these approaches are valuable tools . . . tools which will help you expose your students to the world of work, and, at the same time, involve your community in the school system.

Bibliography: Using Community Resources

Educators interested in learning more about how community resources can be a part of career education might review any of the following materials.

CAREER EDUCATION:
A MODEL FOR OKLAHOMA
Sand Springs Independent
School District #2
Oklahoma State Department of
Education
Oklahoma State Department of
Vocational and Technical Education
Oklahoma, City, Oklahoma

YELLOW PAGES
OF LEARNING RESOURCES
Edited by: Richard Saul Wurman
A guide to any city, any town
The MIT Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

CAREER EDUCATION:
COMMUNICATING THE CONCEPT
Scott M. Cutlip
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

INVOLVING THE COMMUNITY IN
CAREER EDUCATION
Robert M. Isenberg, Joel Smith,
C. E. Monograph
Center for Occupational Education
North Carolina State University
at Raleigh

COMMUNITY RESOURCES FOR
CAREER EDUCATION
Kenneth B. Hoyt
U.S. Office of Education
Department of Health, Education,
and Welfare
Washington, D.C. 20202

CAREER EDUCATION: INVOLVING
THE COMMUNITY
AND ITS RESOURCES
Samuel M. Burt
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

STAFF DEVELOPMENT PROGRAM
FOR PROMOTING MORE EFFECTIVE
USE OF COMMUNITY RESOURCES
IN CAREER EDUCATION
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

INVOLVING COMMUNITY
ORGANIZATIONS
Staff Development Program for
Promoting more Effective Use of
Community Resources in
Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USING COMMUNITY SCHOOL
ADVISORY COMMITTEES
Staff Development Program for
Promoting More Effective Use of
Community Resources in
Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USING FIELD TRIPS
Staff Development Program for
Promoting More Effective Use of
Community Resources in
Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USING RESOURCE PERSONS
Staff Development Program for
Promoting More Effective Use of
Community Resources in
Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USE OF LOCAL COMMUNITY
RESOURCES
Staff Development Program for
Promoting More Effective Use of
Community Resources in
Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

COMMUNITY RESOURCES AND
CAREER EDUCATION
Staff Development Program for
Promoting More Effective Use of
Community Resources in
Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CAREER EDUCATION:
A PROSPECTUS FOR BUSINESSMEN
AND THE COMMUNITY
Michigan State Chamber of Commerce
501 S. Capitol Avenue, Suite 500
Lansing, Michigan 48933

ADVISORY COMMITTEE FOR
CAREER EDUCATION
Career Education Project
Cashmere School District
Cashmere, Washington 98815

SAMPLE PRE-TEST AND POST-TEST

TITLE: HEALTH SERVICES
SUGGESTED GRADE LEVEL: 4th

WHO THEY ARE	WHAT THEY DO	WOULD YOU LIKE TO BE ONE?		
		YES	NO	WHY
PHARMACIST				
NURSES' AIDE				
VETERINARIAN				
ORDERLY				
NURSE				
DOCTOR				
PHYSICAL THERAPIST				
DENTIST				
MEDICAL TECHNOLOGIST				

The pre-test/post-test above was designed to determine what new attitudes and knowledge students gained by listening to a panel of people involved in health service occupations. Tests using this format could constructed to measure effectiveness of similar career education activities.

From Oraibi, Arizona: An Exchange Program

The staff members from the Hopi alth Professions Development . rogram in Oraibi, Arizona, in response to an early newsletter article discussing the advantages and disadvantages of rural areas, wrote to tell us about some unique characteristics of education on an Indian Reservation. HHPDP, which is devoted to helping Hopi students become health professionals, is located on the Hopi Reservation in the northwestern part of Arizona. The reservation is 1,000 square miles of high, arid, plateau, with a population of about 7,000. A special situation created by their isolation is that Hopi students are not aware of what it is like to go to school in town. The story below relates the details of a program designed to speak to this issue.

Students in Cheryl Tenakhongva's first grade and Linda Doering's second grade at Second Mesa Day School have been given the opportunity to participate in an exchange program with the combined second grades of Katie Hulls and Louise Warner from Kinsey School in Flagstaff. The program, arranged by Career Education Specialist, Phyllis Norton, of Second Mesa and Career 'ucation Coordinator, Jenny Irwin . Coconino County, is part of the career education curriculum for both schools. It is hoped that through the exchange program the participating students will be better able to understand themselves, others, other cultures, and other environments.

The exchange program began in early fall with an exchange of students' pictures which were used to create bulletin boards entitled, "Getting To Know Our Firends." Tapes were then made of the children's voices, and these were also traded. In addition, the children wrote individual letters. In these they told a little about themselves, their schools, and the areas in which they lived. To further prepare for their visit, the students from Second Mesa also made friendship rocks from native sandstone. Decorated with Hopi designs these friendship rocks were designed as gifts to be presented to their hosts when they arrived in Flagstaff.

In November, the Second Mesa students made the trip to Flagstaff, where they paired with their unterparts from Kinsey School. Each .he host students was responsible for cquainting one of the visiting Hopi students with the school and the surroundings. During the busy day, these pairs of students did everything together: they ate lunch, played at recess, and worked together on school work. In addition to the regular daily schedule, several special activities had been organized: the visiting students were taught how to make Thanksgiving turkeys from pine cones by their hosts, a puppet show was presented to the entire group by the Kinsey fifth grade students, and the combined group took a walking field trip to nearby Northern Arizona University, where the Kinsey students had been studying construction workers by monitoring the progress on the new mini-dome stadium. They also spent time discussing how the environment of Flagstaff is different from that of the Hopi reservation, and how the two schools are different.

A month after the exchange, the two groups sent each other Christmas cards and began making iron-on pictures for T-shirts. Yet to come is the trip by the Kinsey students to Second Mesa, where planned special events include a lunch of Hopi food, a tour of the Second Mesa Hopi villages, and a Hopi dance performed by the children.

An exchange program: an activity designed to take advantage of a unique situation in Arizona. It's the type of program which takes a lot of careful and thorough planning . . . and is worth every minute.

Forming Advisory Groups

If properly organized and effectively utilized, an advisory committee can be invaluable to educational personnel who want to build a solid career education program. The primary reason for forming a career education advisory group is to facilitate communication between the community and the school system. Educators need to know what's going on in the community, and the community should know what the school is doing and is capable of doing. In addition to this communication function, advisory groups can be an important source of current information about the world of work. Advice from group members can help teachers stay abreast of developments in agriculture, business, labor, industry, and the professions. Teachers will, therefore, be better prepared to communicate to their students the qualifications and requirements in various career fields. Members could also help keep educators informed about the types of employees needed within the community as well as offer their opinions about long range projections in various occupational areas across the country. In addition, they could suggest ways in which occupations can relate to various disciplines and offer their ideas about how teachers could incorporate careers into their instruction. Finally, they could share their impressions about the types of employees attitudes they feel should be developed in young people. In short, an advisory group can provide valuable support and advice not easily obtainable elsewhere.

CAREER EDUCATION PROJECT
Career Education Office
Cashmere School District
210 S. Division
Cashmere, WA 98815

Non-profit Organization
U.S. POSTAGE PAID
Seattle, WA
Permit No. 1112

Communicating successful career education practices to rural schools.

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Community Resource Coordinators' Guide

(Entire Community Resource Coordinators' Guide can be found in the prototype of the Idaho Career Education Program Developers' Guide to Selected Resources)

Washington State Community Resource System
for Career Education

Superintendent of Public Instruction, Dr. Frank B. Brouillet,
Old Capitol Building, Olympia, WA. 98504

B. Directory of Community Resource Learning Sites

The following materials list a range of possible community learning sites that can be provided to students. In most instances a single site will offer a number of career possibilities for investigation. These lists are drawn from placement options made available to Experience-Based Career Education students and represent only an initial look at learning opportunities in a community.

1. Community Learning Sites Participating with EBCE Model Programs

- Community Resources Participating with Northwest Regional Educational Laboratory's EBCE Program

EMPLOYER/COMMUNITY SITE	LEARNING SITES
AGRICULTURE & ENVIRONMENT	
Harmon Farms	Small business management
Sauvie Island Management Area	Game management Game law enforcement
ARTS & ENTERTAINMENT	
Headwater Booking Agency, Inc.	Booking agent
Jewelart	Sales Display
Portland Symphony Orchestra	Musician
COMMUNICATIONS & MEDIA	
General Telephone (Beaverton)	Telephone operator Directory assistance Central office and equipment Telephone repair
General Telephone (Tigard)	Draftsman Installer Cable splicer Lineman
Georgia Pacific Corporation (Photo)	Photographer

EMPLOYER/COMMUNITY SITE	LEARNING SITES
COMMUNICATIONS & MEDIA (continued)	
KOIN	TV producer AM/FM radio Disc jockey
Moore's Audio Visual	Equipment repair Installation and service
Photo-Art Commercial Studios, Inc.	Photographer Receptionist
Spectrum Studios, Inc.	Engineering Sound recording Equipment maintenance Secretary
Tigard Times	Reporter
West Hills Photography	Photographer Touch up Receptionist
CONSTRUCTION	
Dimension Homes, Inc.	Contractor
Dovetail Woodworkers, Inc.	Cabinet building
Marcum Construction Company	Foreman
Tualatin Development Company, Inc.	Contracting Carpentry
MANUFACTURING	
Peerless Trailer	Welding and metal Fabrication
Sunn Musical Equipment	Cabinet shop Final assembly Quality control Foreman
Tektronix	Graphics Maintenance (electrical) Switchboard paging
Tigard Machine, Inc.	Machine operator

EMPLOYER/COMMUNITY SITE	LEARNING SITES
MANUFACTURING (continued)	
Trus-Joint Corporation	Sales Construction
Williams Air Controls	Receptionist Engineer Drafting Production control Accounting Machinist Sales
RECREATION	
Julie's Travel Desk	Secretary/receptionist Travel agent
Portland International Raceway	Management Booking
Western Oregon Karate Association	Karate instructor
RESEARCH	
Georgia Pacific Corporation (Gypsum)	Laboratory technician
Northwest Regional Educational Laboratory	Librarian Counselor Photographer Computer operator Writer/editor
SALES	
Aqua Pets	Sales clerk Stock clerk Small business management
Athletic Department of BRS, Inc.	Catalogue sales Warehouse and shipping Billing and collection
Ball Ford (Sales)	Automobile sales

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SALES (continued)	
Blue Ribbon Sports	Warehouse Retail athletic store sales Catalogue sales Management
Flowers by Donna	Floral arranging Sales Small business management
Frahler Electric	Electrician
Georgia Pacific Corporation (Office)	Telephone switchboard operator Receptionist/secretary
Girod's Super Market	Cashier Stock clerk
International Business Machines Corporation (Sales)	Clerical Accounting Sales representative
King's Garden, Inc.	Landscaping Sales
Knauss Chevrolet (Sales)	Automobile sales
Milk & Honey Food Co-op	Buying and selling food
Seven-Eleven	Sales
Sieberts, Inc.	Sales Business management Interior decorator
Suzuki of Hillsboro (Sales)	Salesman
Western Oregon Marine	Mechanic Salesman
SCHOOLS	
Charles F. Tigard Elementary	Counselor Teacher
Fowler Junior High	Counselor Teacher

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SCHOOLS (continued)	
Highland Park School	Teacher
Raleigh Park Elementary	Teacher
Templeton Elementary	Teacher
Tigard High School	Librarian
Tigard School of Beauty	Beauty operator
Twality Junior High	Counselor
Washington County IED Outdoor School	Counselor
William Walker Elementary	Teacher
SERVICES	
Business Services	
American Data Service	Keypunch Computer program
Long-Maxwell & Associates, Inc.	Engineering Secretary
Perron Partnership	Landscape architect
Financial Services	
First National Bank of Oregon	Loan officer General office Checking and credit accounting
U.S. National Bank (Tigard)	Teller Customer relations
Food Services	
Chalet Pancake House	Cashier Waitress
Floyd's Restaurant	Fry cook Waitress

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SERVICES (continued)	
The Goody Shack	Waitress Short order cook
Health Services	
Randall K. Corey, O.D.	Prescribing and fitting glasses and contacts Dispensing frames and accessories
Kim Hurley, D.M.D.	Dentist Dental assistant
Meridian Park Hospital	Laboratory technician Nurses' aide
Metro-West Ambulance	Ambulance driver
John A. Nelson, D.M.D.	Dentist Dental assistant Receptionist
Physicians & Surgeons Hospital	Medical receptionist
Insurance Services	
Allstate Insurance Company	Centrex switchboard Telephone adjusting General office Drive-in claims adjusting
Investors Insurance Corporation	Claims adjusting Receptionist
Legal Services	
Pat Furrer, Attorney	Legal secretary Lawyer
Public Defenders Office	Alternatives Investigation
Norman Sepenuk, Attorney	Attorney
Tigard Justice Court	Clerk Judge

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SERVICES (continued)	
Mechanical Services	
Ball Ford (Service)	Service Parts sales
Dunmire Specialized Auto Service	Repairman
Eagle Aircraft Service Company	Mechanic
International Business Machines Corporation (Service)	Equipment repair Clerical
Knauss Chevrolet (Service)	Auto mechanic Parts sales
Suzuki of Hillsboro (Service)	Service Parts sales
Tigard Texaco	Small business management Service station attendant
Social Services	
American Red Cross	Blood program Volunteer services Health and safety programs
Capitol Hill Methodist Church	Ministry
Children's World Day School	Teacher (pre-school)
City of Tigard (City Hall)	Building inspection Public works inspection
City of Tigard (Police Department)	Police car mechanic Policework
City of Tualatin	Secretary Clerk
Cordero Youth Care Center	Counselor
Edwards Activity Center	Physical awareness Job skills assisting and training

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SERVICES (continued)	
Metro-Southwest Chamber of Commerce	Manager
Outside-In	Medical aid Counselor
Tigard Care Center	Physical therapy Nurse
Tiny Tigars Day Care Center	Teacher
Tualatin Valley Guidance Clinic	Counselor
U.S. Air Force Recruiter	Recruiter
U.S. Army Recruiter	Recruiter
U.S. Navy Recruiting Station	Recruiter
Washington County Fire District #1	Fireman
TRANSPORTATION	
Georgia Pacific Corporation (Trucking and Salvage)	Diesel Trucking

- Community Resources Participating with Research for Better Schools and Appalachia Educational Laboratory's EBCE Sites

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PARTICIPATING BUSINESSES, LABOR UNIONS, AGENCIES, AND UNIVERSITIES (1973-1974)

ACME MARKETS
AMERICAN RED CROSS
ATLANTIC RICHFIELD COMPANY
BELL TELEPHONE COMPANY OF PENNSYLVANIA
BINSWANGER/HERMAN CORPORATION
BUDD COMPANY
CHILDREN'S HOSPITAL OF PHILADELPHIA
CHILTON PUBLISHING COMPANY
JOSEPH COHEN BROTHERS
CONTINENTAL BANK
COUNCIL ON VOLUNTEERS
CRESTRAVEL
DREXEL UNIVERSITY
EMLEN AND COMPANY
FAIRMOUNT PARK COMMISSION
FEDERAL RESERVE BANK OF PHILADELPHIA
ADAM FOSTER
FREE LIBRARY OF PHILADELPHIA
GENERAL ELECTRIC COMPANY
GREATER PHILADELPHIA CHAMBER OF COMMERCE
HOSPITAL AND HEALTH CARE EMPLOYEES UNION
HOSPITAL OF THE MEDICAL COLLEGE OF PENNSYLVANIA
ILE-IFE BLACK HUMANITARIAN CENTER
INSURANCE COMPANY OF NORTH AMERICA
INTERNAL REVENUE SERVICE
JEANS WEST
VINCENT G. KLING AND PARTNERS
KYW-TV AND RADIO
LAVINO SHIPPING COMPANY
LYN SERVICE GARAGE
HANICS UNIFORMS RENTAL
LES DAVID MEN'S SHOP
MOORE COLLEGE OF ART
NORRIS, HUTTON, NEAL AND WELLS
PENNSYLVANIA PROGRAM FOR WOMEN AND GIRL OFFENDERS
PENNSYLVANIA SCHOOL FOR THE DEAF
PENNWALT CORPORATION
PEPPER-HAMILTON AND SCHEETZ
PHILADELPHIA COURT SYSTEM
PHILADELPHIA FEDERATION OF TEACHERS
PHILADELPHIA GAS WORKS
PHILADELPHIA INTERNATIONAL AIRPORT
PHILADELPHIA MUSEUM OF ART
PHILADELPHIA TRIBUNE
PHILADELPHIA WATER WORKS
PHILADELPHIA ZOO
PLANNED PARENTHOOD OF SOUTHEASTERN PENNSYLVANIA
PROVIDENT HOME INDUSTRIAL MUTUAL LIFE INSURANCE COMPANY
PROVIDENT MUTUAL LIFE INSURANCE COMPANY
RESEARCH FOR BETTER SCHOOLS
RETAIL CLERKS INTERNATIONAL ASSOCIATION
ROHM AND HAAS COMPANY
THE SALVATION ARMY
SCHOOL DISTRICT OF PHILADELPHIA
SOUTHEASTERN PENNSYLVANIA TRANSPORTATION AUTHORITY
STRAWBRIDGE AND CLOTHIER
TEMPLE UNIVERSITY
TRIANGLE PUBLICATIONS
UNITED AUTOMOBILE WORKERS UNION
UNITED STATES CIVIL SERVICE COMMISSION
UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
UNITED STATES DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
UNITED STATES MARINE CORPS SUPPLY ACTIVITY
UNITED STATES NATIONAL PARKS SERVICE
UNITED STATES NAVAL BASE AND SHIP YARD (PHILADELPHIA)
UNIVERSITY CITY SCIENCE CENTER
UNIVERSITY OF PENNSYLVANIA
WFLN

FOR MORE INFORMATION ON THE ACADEMY FOR CAREER EDUCATION, WRITE

Director of Public Information
Research for Better Schools, Inc.
1700 Market Street, Suite 1700
Philadelphia, Pennsylvania 19103

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RESEARCH FOR BETTER SCHOOLS, INC.
1700 Market Street, Philadelphia, Pa. 19103
Robert G. Scanlon, Executive Director

Community Resources Appalachia Educational Laboratory Uses for EBCE Sites

Chemical Research Center
Helena's Clothing
State Department of Highways
Newtown Recreation Center
Kirk's Ford Automobile Agency
Track and Field Shrine
The Photo Shop
Department of Commerce
Smith & Associates Architect
Art Gallery
Calvin Computers
Wright Furniture
Project Concern
Circuit Court
Human Rights Commission
Martin Insurance
William Contractors
Valley Mental Health Hospital
Center for Alchol and Drug Abuse
Rehabilitation Center
Career and Technical Center
The Crown Restaurant
Bricklayers Union
Stagehand Union
Barton Funeral Home
Air National Guide
Martin's Upholstery
City South Pharmacy
City Medical Center
Charles' Furniture Company
Preston Elementary School
KRM-FM Radio
Natural Food Center
WTMT-TV
Potterstown Council of Carpenters
Children's Theater
Evans Florist
Legal Aid
Valley Real Estate
Council of Churches
North City Center
Memorial Hospital
S. Holt, Attorney at Law
Federation of Labor
Gillner's Department Store
State Employment Agency
Program for Emotionally Disturbed Children

Center for the Mentally Retarded
Caterin, Ltd.
Alan Pike Autos
Telephone Company
Carpenters Union
Roofers Local
City Glass Company
T.L. Anderson, Oral Surgeon
Johnson's Animal Hospital

2. Suggested Other Community Resources (nonbusiness)

Agri-Business and Natural Resources

Agri-Business Council
Farm Bureau
Food Processors Association
Product Councils (Dairy, Beef, etc.)
Fish and Wildlife Commissions
State Energy Agency
State Natural Resources (Water, Minerals, etc.)
State Department of Agriculture
United States Department of Agriculture
State Cooperative Extension Division
State Grange
Department of Environmental Quality
Recycling Agency
Pacific River Basin Commission
U.S. Forest Service

Business and Office

National Alliance of Businessmen
Business and Professional Women's Association
Service Corps of Retired Executives (Action)
State Department of Commerce
Chambers of Commerce
U.S. Department of Commerce
Development Commissions
Credit Union

Communications and Media

Braille Volunteer Service
Information and Referral Service
Laubach Literacy
Women in Communications
Public Broadcasting Facilities
Communications Workers of America
Broadcasters' Association

Construction

Home Builders' Association
Concrete and Aggregate Association
Electrical Contractors Association
Associated General Contractors

Consumer and Homemaking

Housing Council
Consumer League
State Consumer Advocate Agency
Association of Home Economists
Nutrition Education Program
Cooperative/Home Extension
Consumer Credit Counseling Service

Fine Arts and Humanities

American Heritage Association
Opera Association
Symphony Association
Chamber Music Society
Public and college libraries
Artists' Guild
State Arts and Humanities Commission
Federation of Music Teachers
American Guild of Organists
College and University Art and Music Departments

Health and Mental Health

Mental Health Association
County Medical Society
County Dental Society
County Health Department
Family Planning Agency
Community Counseling Service
Family Service Agency
Speech and Hearing Center or Association
Nursing Home Volunteer Association
State Blind Commission
Visiting Nurse Association

Hospitality and Recreation

Neighborhood or Settlement Houses
Youth Centers
YWCA
YMCA
Newcomers' Service
Park and Recreation Bureau
State Parks Division

Public Service

American Civil Liberties Union
Community Council
Regional Association of Governments
Common Cause
Goodwill Industries
Community Action Agencies
Jaycees
League of Women Voters
March of Dimes
United Way
National Association for the Advancement of Colored People
National Organization of Women
Native American Association
Asian American Association
Chicano Association
Neighborhood Association
Congress of Parents, Teachers, Students
United Nations Association
World Affairs Council
World Federalists
Legal Aid
Area Agency on Aging
Democratic Central Committee
Republican Central Committee
Senior Citizens Center
Head Start Program
City/County Planning Agency
Humane Society
Volunteer Bureau
Retired Federal Employees' Association
VISTA (Action)
Retired Senior Volunteers Program
Neighborhood Youth Corps
Salvation Army
Internal Revenue Service
Law Enforcement Agency
Volunteers of America

Youth Employment Service
State Human Resources Department
Community Colleges/Universities
Human Rights Commission
Public Utility Commission
Continuing Education Agencies

C. Analysis

1. Use of the Materials

The materials in this section constitute detailed guides, many bordering on "cookbooks," for the individual in an LEA or an SEA who wants to develop or assist in developing community-based career education programs. Generally, the use of the materials in LEAs will be to justify such a program first to the school district staff and the board of education and then to establish the feasibility of the program with the school administration and representatives of the local community. The next step is the assessment of school/community needs to be met and resources available to the program, followed by the establishment of working relationships and the development of learning sites in the community. The materials in section 2.1.5 portray a variety of approaches--some very sophisticated and some very streamlined--the local practitioner may choose the level of sophistication that best suits local needs and resources. For SEAs whose responsibility it is to provide the philosophical, legal and regulatory framework within which community-based career education can take place, the materials in this section describe the approaches used to justify and legitimatize programs in non-traditional settings.

2. Potential Benefits of Using the Materials

Although each state and local community is unique in many ways, there are several areas of commonality of which an individual charged with the responsibility of developing career education programs should be aware. For example, the stereotyped roles of employers, labor representatives and school people and the ways new interaction patterns can be established are quite generalizable. It is needless for a career education developer to operate on a trial and error basis when there is much known about community/school interaction--both in terms of potentials and limitations.

3. Other Community Resources for Career Education (by Kenneth B. Hoyt Director of the Office of Career Education, U.S. Office of Education)

Current Major National Programs Involved in Career Education

Each of the national efforts to be described here was involved in certain aspects of career education long before the term "career education" was coined. None of them needs the support of career education advocates in order to continue to exist. Each is strong and viable in its own right. On the other hand, career education advocates, particularly those from education settings, will find there is much to learn from persons associated with these national programs and many wasy in which the effectiveness of local career education efforts can be enhanced by working with them. If these national programs can be made an integral part of a total community career education project, the goals of career education will surely be greatly enhanced.

Junior Achievement

Junior Achievement (JA) is the Nation's oldest economic education program for young people. Founded in 1919, it involved, during 1975, 192,000 senior high school youth who directed and operated 7,500 small-scale businesses in over 1,000 communities in our Nation. JA operates a systematic, planned effort, through local business and industry executives, that involves approximately 30 2-hour meetings per year for participating senior high school students. Students, working in groups of approximately 20, form and operate small businesses under the guidance and leadership of business and industry executives. It is an intensive, "hands-on" experience involving all aspects of the business from product design to production, marketing, accounting, and personnel practices. Paid professional staff members organize JA franchises in communities throughout the Nation, but JA advisers themselves are volunteers from the ranks of business and industry executives.

The prime stated purpose of JA is economic education. It aims to help senior high school students discover, through actual participatory experiences, the nature and operations of the free enterprise system in the United States. In this sense, JA holds great potential value for all senior high school students. A secondary goal is to provide career awareness and career exploration opportunities for those students considering careers in various aspects of business.

An increasing number of high schools are offering students elective credits toward high school graduation for successful participation in a JA program. The surprising thing is that more are not doing so. Certainly, the JA program provides an excellent opportunity for all high school students to learn the basic principles of economic education in an exciting and stimulating way. The opportunities for career exploration, inherent in the JA approach, could be greatly expanded well beyond the area of business with very little effort. In any community having both an existing JA program and a beginning career education effort, those responsible for career education should be seeking ways to work actively and collaboratively with JA sponsors.

Subpart 5 is a separate authorization for Consumer and Homemaking Education. Federal funds may be used for educational programs in consumer and homemaking at all levels and programs for the occupations of homemaking:

(1) Consumer education
(2) Food and nutrition
(3) Family living and parenthood education
(4) Child development and guidance
(5) Housing and home management (including resource management)
(6) Clothing and textiles

Elimination of occupational sex stereotyping shall be an essential element in each program supported under this authorization.

Funds may also be used under this Subpart for ancillary services (e.g., teacher training, teacher supervision and curriculum development). A State shall use at least one-third of the funds available under this special authorization to pay up to 90 percent of the cost of programs in economically depressed areas or areas with high rates of unemployment.

4. Comprehensive Employment and Training Act (CETA) and Vocational Rehabilitation Division (VRD) Funds

Inquiries about specific CETA funding at state, regional and local levels may be directed to the Director , CETA Programs, State Manpower Services Division, Boise, Idaho 83720. These programs change as Federal programs are revised. Vocational Rehabilitation Division referrals also provide, on occasion, a service of career education funds depending upon the VRD client's age and needs.

5. The Career Education Implementation Inventive Act of 1977

Federal funding for career education is currently in question. Persons developing and/or using this Idaho State Plan for Career Education should be aware of the status and potential developments of career education legislation. The following is quoted from Career Education News and Notes, Council of Chief State State School Officers, May 18, 1977:

> "A counterpart to the career ed bill passed April 5 by the House (H.R. 7), the $250 million Hathaway proposal won't be among the four or five bills the Senate Human Resources Committee hopes to report out by the deadline imposed by new budget rules adopted last year, a staffer

Career Education could and should, stimulate more student interest in JA and should encourage more students to participate in the JA program.

In addition to the traditional JA program for senior high school students, the Junior Achievement organization now operates several additional kinds of programs, each of which represents a valuable contribution to career education. These include: (a) "Project Business"--a program for junior high school students involving one class period per week for 18 weeks in which a volunteer businessperson serves as a resource person in existing social studies, economics, or mathematics classes. This program may be operating in as many as 1,500 classrooms during the 1976-77 school year; (b) "Economic Awareness"--an information program in basic economics for students who do not sign up for JA; and (c) "Job Education"-- a summer paid work experience program for disadvantaged inner-city youth. Students in this program meet 15 hours per week (3 hours per day for 5 days) of which 10 hours are spent in actual production activities and 5 in learning about the world of work.

"Project Business" certainly represents a kind of JA activity that ought to be easily incorporated into existing career exploration activities at the junior high school level. "Job Education" represents a very practical answer to one of the key problems career education is trying to solve--namely, finding paid work experience for low income youth. Both deserve the support and active cooperation of school officials.

Obviously, the JA program, with its primary emphasis on economic understanding and careers in business, represents only a relatively small part of a total career education effort. Just as obviously, it represents a very large part in terms of active volunteer involvement of members of the business and industrial community in the career development of those youth it serves. A truly collaborative career education effort, in any community where JA exists, would surely involve JA representation on the Community Career Education Action Council, active efforts of school personnel to assist the JA program, and active efforts of the JA program to enhance the total career education effort.

Where JA franchises are not now present in a given community, information regarding JA can be obtained by writing to JUNIOR ACHIEVEMENT, INC. 550 Summer Street, Stamford, Connecticut 06901.

Boy Scouts of America

The Boy Scouts of America have operated programs of Cub Scouting and Scouting in communities throughout the Nation for many years. In 1968, they established a new program called "Exploring" aimed specifically at helping youth, ages 15-21, make decisions regarding their personal and vocational lives. "Explorers" are not scouts. Therefore, they are not correctly referred to as "Explorer Scouts." Young women now comprise 34 percent of the total membership of 433,586 Explorers throughout the land. The exploring program operates in communities where, with (in 1975) 112,748 volunteers and about 400 professional executives, 25,448 Explorer Posts and Ships existed.

The total Explorer program involves six major kinds of activities: (a) social; (b) vocational; (c) outdoor; (d) personal fitness; (e) service; and (f) citizenship. Concern is expressed for aiding youth in developing and making decisions about total lifestyle not merely their probable roles in the world of paid employment. The emphasis on productivity and usefulness in total lifestyle is entirely consistent with career education's emphasis on making work--paid or unpaid--a meaningful part of the individual's lifestyle in both the world of paid employment and in productive use of leisure time.

Each year, in cooperation with local high schools, the Exploring program seeks to survey occupational interests of high school age youth (Grades 9-11) by use of a "Student Career Interest Survey Card." Results are reported back to local communities along with encouragement to form Explorer Posts related to careers of interest to local students. An Explorer Post is typically formed around a particular area of vocational interest--e.g., Health Occupations, Law Enforcement, Environmental Education, etc.--often with the help of funds supplied by professional associations or industrial organizations having special interest in encouraging youth to explore careers in that area.

Career exploration activities carried out as part of the Explorer program include the use of resource persons in group meetings, field trips, and exploratory work experience--basically the same kinds of activities one finds in any comprehensive career education effort. With the way the Explorer program is organized and operated from the national level, it is certainly possible to establish Explorer posts, in any community, covering a very wide range of occupations. At present, the opportunities for career exploration are limited by the kinds of emphases leading to formation of specific Explorer Posts.

The extensive involvement of volunteers from the business and industrial community, the high degree of similarity in goals between the Exploring program and career education, and the use of after school time for Exploring, all argue strongly for much closer collaboration between the Exploring program and career education than has typically been evidenced to date. Local school officials could easily become much more active in urging an expansion of the Explorer program in ways that will more adequately cover the world of paid employment and be available to a greater proportion of the student body. Those members of the business and industrial community now serving as volunteers in Exploring programs could certainly be encouraged to involve themselves more fully in career educaion. Relationships between school counselors and Explorer Posts, as well as teachers in specific areas, could and should be greatly strengthened. If career education is thought of as a total community project--and not simply as something run by the school system--then surely the Exploring program of the Boy Scouts of America should operate as an integral part of that effort.

It is important to note that at present plans are being developed for inserting a strong career awareness emphasis into the Cub Scout Program. This, too, would be entirely consistent with the goals of career education. Those wishing more information regarding the Explorer program should write to BOY SCOUTS OF AMERICA, North Brunswick, N.J. 08902.

Girl Scouts of the U.S.A.

Currently, there are about 3 1/2 million members of the Girl Scouts operating out of 350 Girl Scout Councils in this Nation. Over 500,000 women currently serve, on a volunteer basis, as Girl Scout Leaders. In recent years, this organization has expressed a strong interest in, and commitment to, the problem of establishing a national coordinated effort aimed at beginning to solve the problem of occupational sex stereotyping as a deterrent to full freedom of occupational choice for women.

One model program in the area of helth careers--entitled "From Dreams to Reality"--has already been developed and is currently being used with Girl Scouts, ages 12-17, in many Girl Scout Councils. The manual for this program is exceptionally well developed and includes a number of fascinating approaches aimed at helping Girl Scouts explore their interests and aptitudes in health occupations. Many of the ideas, self-analysis processes, and kinds of suggested exploratory activities found in this manual would be equally applicable to any occupational area a person--male or female--might wish to explore. To the extent that any local Girl Scout Council expresses interest in emphasizing career exploration for its members, local career education coordinators should find multiple ways of encouraging and assisting them. To do so would surely enhance both the comprehensiveness and the effectiveness of a total community career education effort.

The Girl Scouts of the U.S.A., like the Boy Scouts of America, have also expressed interest in and made progress toward helping elementary school age girls become aware of various careers. The new handbook for Brownie Scouts will include a separate section on "The World of Work." Those wishing more information should write to GIRL SCOUTS OF THE U.S.A., Program Department, 830 Third Avenue, New York, N.Y. 10022.

The National Alliance of Businessmen (NAB)

The National Alliance of Businessmen was established in 1968 to help find jobs for the disadvantaged. Funded jointly by the U.S. Department of Labor and major industries, NAB Metro offices now operate in 130 large urban communities throughout the United States. The potential of NAB for career education, however, extends considerably beyond these 130 metropolitan areas.

In recent years, the NAB Alliance Youth program was established with a major goal of preventing unemployment among disadvantaged adults through a series of five major kinds of programs for youth: (1) summer employment; (2) career preparation; (3) motivation; (4) guidance; and (5) cooperation between colleges and industries. The Summer Employment program seeks to locate and place disadvantaged youth in full-time or part-time summer jobs. Its primary purpose is to provide such youth with the opportunity to earn the money they require to return to high school in the fall. Participation of the school's career education personnel--especially school counselors--is actively sought in discovering such youth and motivating them to participate in this program.

Career preparation is provided needy high school youth through the Guided Opportunities for Life Decisions (GOLD) program. This is essentially a work-study project for disadvantaged youth that can, and often does, operate in conjunction with the school's own work-study programs. Participating employers provide youth in this program with career guidance.

The Youth Motivation Task Force (YMTF) brings successful businessmen and businesswomen from disadvantaged backgrounds together with disadvantaged together with disadvantaged high school students--usually as part of the school program during the school day. The major purpose is an "I made it--so can you" approach to motivating youth.

For several years, NAB has operated Career Guidance Institutes for high school counselors. The purpose of the Career Guidance Institute (CGI) is to improve and expand the career guidance provided by public school educators to economically disadvantaged young people in the schools. In recent years, persons attending such institutes have been selected as teams from a local school involving both teachers and administrators as well as counselors. Activities involve learning more about local occupations and occupational opportunities through field trips and personal contacts with persons from the business and industrial community. Participants are encouraged to develop and implement ways of infusing such knowledge into the teaching and learning process and into the career guidance process in high school settings. The projects resulting from recent NAB Career Guidance Institutes are clearly career education infusion materials developed by classroom teachers

The projects also reflect the increased emphasis on career guidance by high school counselors. It seems to us that the Career Guidance Institutes of NAB have, in fact, become career education staff development efforts and that they might be more appropriately named "Career Education Institutes."

The College Cluster program of NAB helps colleges primarily serving minority youth blend the liberal arts with professional specializations offerings that will improve the ability of graduates from such institutions to enter and compete successfully in the labor market.

In each NAB Metro, the youth program has encouraged the establishment and operation of an Industry/Education Committee charged with responsibility for successfully implementing these various youth programs. Membership on this committee is seen as coming from the business, labor, and industrial communities as well as from the formal school school system. It is obvious that, conceptually, little difference exists between what NAB calls and "Indsutry/Education Committee" and what we call a "Community Career Education Action Council." The essential difference, of course, is that the "Community Career Education Action Council" is seen as involving all youth at all levels of education. It would obviously be both natural and desirable that the NAB "Industry/Education Council" either be strongly represented on, or, preferably, become an integral part of what we are calling a "Community Career Education Action Council." The name, of course, is unimportant. What is important concerns itself with a coordinated and unified community effort. Certainly, the NAB Youth program should be a part of that effort, not apart from it.

Those interested in learning more about the total NAB effort--including the NAB Youth program--should write THE NATIONAL ALLIANCE OF BUSINESSMEN, 1730 K St. NW., Washington, D.C. 20006

Business and Professional Women's Foundation

As part of its national concern for encouraging and assisting women to enter business and professional occupations, the Business and Professional Women's Foundation, through its local chapters, has an active program providing career counseling for women 25 and over. Recently, through a Carnegie Foundation grant, the Foundation embarked on a joint effort with the American Personnel and Guidance Association aimed at developing more effective career counseling for high school girls. This effort now extends to 250-300 communities in various parts of the country.

There are a very large number of local Business and Professional Women's Clubs located in the United States. Members of such clubs could, and should, be valuable resources for a career education program, particularly that part of the program concerned with reducing occupational sex stereotyping. They could also serve as valuable career role models, as key individuals in community career exploration experiences, and in community career guidance and counseling efforts. Local career education efforts have not, to date, made as much use of this resource as they should. Those interested in doing so can obtain further information from PROFESSIONAL WOMEN'S FOUNDATION 2012 Massachusetts Ave. NW., Washington, D.C. 20036.

National Association of Manufacturers (NAM)

The National Association of Manufacturers was organized in 1905 with a major expressed goal of promoting and providing better cooperation between education and industry. In 1969, the NAM started publishing a series of public policy reports on this subject. One of these reports dealt with the desirability of appointing industry-education coordinators at the Federal, State, and local levels. One person now serves in this role within the U.S. Office of Education, U.S. Office of Education. In addition, a State coordinator has been appointed in each of the 50 states. Unfortunately, most are on a part-time basis in various State Education agencies. This aspect of NAM's operation is in clearest evidence in New York State.

Recently, NAM has been collecting data regarding what 150 of its member companies are doing to improve cooperation between education and industry. Hopefully, when that information is published, it will contain numerous examples of how such councils are contributing directly to community career education efforts. Certainly, those local career education persons interested in learning more about how to work with industry could learn much from the past experiences of NAM members. Those interested in doing so should write NATIONAL ASSOCIATION OF MANUFACTURERS, 1776 F St. NW., Washington, D.C. 20006

Clearly, NAM has exercised national leadership in promoting cooperation between education and industry--particularly at the secondary school level. To take advantage of this expertise as we now try to move from a cooperative to a collaborative relationship represents a great challenge for career education.

National Association for Industry-Education Cooperation (NAIEC)

The National Association for Industry-Education Cooperation was established in 1964 with an avowed purpose of utilizing the resources of education and industry in ways that will enhance and improve the relevance and quality of education programs as preparation for work. Originally established as the Business-Industry section of the National Science Teachers Association, the NAIEC broadened its scope and became an independent organization in 1964-65. In 1972, NAIEC merged with the National Community Resources Workshop Association.

The activities of the NAIEC, like its interests, parallel those of career education very closely. Approximately 20 NAIEC local councils (8 in New York State) are operational and about 150 persons are now active members of NAIEC. One of the major local activities consists of conducting Community Resources Workshops designed to provide local educators, K-12, with a means of analyzing all community resources, of learning more about the world of work in their community, and of devising ways of bringing a more proper emphasis on the relationships between education and work to the classroom. The original plan for these workshops was to establish them in cooperation with a college or university in order to enable participants to receive university credit. Approximately 50 workshps involving college credit have been held in such States as Michigan, New Jersey, Ohio, New York, Indiana, and Washington. Most ran about 6 weeks.

As a result of its experiences, the NAIEC has produced two publications, one concerned with how to establish an industry-education council and the other with how to conduct a community resources workshop. Persons in career education can learn much from studying these two publications and will find them entirely consistent with the goals and objectives of career education.

The NAIEC has been struggling for years, as a small professional association of dedicated individuals from industry and education, to improve the relationship between work and education. When career education came along, the NAIEC found nothing essentially new in the needs and concerns expressed. As the career education concept has now evolved and broadened, it still includes the basic concerns that led to the formation of the NAIEC in the first place. Where local NAIEC in the first place. Where local NAIEC Industry-Education Councils have been established, they should certainly be utilized by career education personnel. Where NAIEC seeks to establish new Councils, it should find career education practitioners ready and eager to assist.

Those interested in learning more about the NAIEC can do so by writing Dr. Donald M. Clark, President, NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION, 235 Hendricks Blvd., Buffalo, N.Y. 14226.

Chamber of Commerce of the U.S.A.

For information regarding activities of the Chamber of Commerce of the U.S.A. write CHAMBER OF COMMERCE OF THE U.S.A., Education and Manpower Development Committee, 1615 H St. NW, Washington, D.C. 20062.

American Telephone and Telegraph Company

General Motors Corporation (GM)

Educational Relations, General Motors Building, 3044 West Grand Blvd., Detroit, Mich. 48202.

2.1.6 FUNDING SOURCES FOR CAREER EDUCATION ACTIVITIES

A. Federal Funding Options for Career Education

B. Other Funding Resources for Career Education

C. Analysis

2.1.6 FUNDING SOURCES FOR CAREER EDUCATION ACTIVITIES

The development of career education programs has been funded primarily by the U.S. Office of Education and the National Institute of Education working with and through state departments of education and school districts. There are, however, other agencies whose programs and services benefit career education programs. This section describes those services and, where possible, indicates how career education program developers may make contacts with funding sources.

A. Federal Funding Agencies for Career Education

1. Federal Agencies for Career Education Services

This recent (January, 1976) publication of the U.S.O.E., Office of Career Education details agencies that provide services, materials or potential funding resources for career education programs. An update of this document is proposed to be available from the Office of Career Education, U.S. Office of Education, in January 1978.

2. U.S. Office of Education: Vocational Education Act Part D, Funding of Career Education Programs 1976-77

The U.S. Office of Education recently awarded 45 grants to various educational agencies and institutions to demonstrate Experience-Based Career Education under Vocational Education Act Part D provisions for exemplary programs and projects. Forty-one different states are represented in these grants, as well as the territories of Guam and Samoa and the District of Columbia.

Grants averaging $120,000 to $130,000 each per year have been awarded for up to three years depending on availability of funds and progress of the individual sites toward their stated goals. Recipients include local school districts, state departments of education, one area vocational-technical school and two junior and community colleges.

This Part D funding effort represents a unique collaboration between the U.S. Office of Education (OE) and the National Institute of Education (NIE). One of the primary purposes of the Part D legislation, according to OE officials, is to move promising research and development efforts into educational practice. NIE had accumulated substantial evidence on the effectiveness of the EBCE models, and the program seemed especially suited to broader dissemination through Part D. This collaboration has given the USOE and NIE the opportunity to demonstrate that educational innovations, developed and tested by NIE, can be moved into broader practice across the country through Office of Education efforts.

Proposals to the Part D program were submitted in three priority areas: (1) adoption/adaptation of a total EBCE model, (2) the use of EBCE instructional strategies, methods and techniques in concert with an in-school career education cluster program and (3) the further development and demonstration of EBCE instructional strategies, methods and techniques in expanded, improved or newly developed cooperative vocational education and work experience programs, excluding work study programs already funded under VEA-Part H.

Most of the final awards (30) are in priority area 1--demonstration of the whole EBCE model. Seven are in area 2--adaptation to career clusters, and eight are in area 3--adaptation to cooperative vocational and work experience programs. No additional funding is expected to be available.

For additional information, contact Joyce Cook, Part D Program Coordinator, U.S. Office of Education, 7th & D Streets, S.W., Washington, D.C. 20202.

Programs funded through Part D funds in Alaska, Washington, Oregon, Idaho, North Dakota and Montana are as follows on the next page.

3. Resources Available Under PL 94-842, Vocational Education Amendments of 1976

In accordance with the provisions of the Act, Federal funds available for vocational education (including career education if a state so specifies in its state plan), are appropriated according to specific funding categories, and the uses to which the funds may be put are also spelled out. Resources available are specified in an approved Idaho Five Year State Plan for Vocational Education for FY 1978-FY 1982 and a One Year State Plan for FY 1978. Information regarding the Five Year and One Year Plans can be obtained from the Director of Vocational Education, Idaho Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720. The following information is based on the Federal Act, not the specifics in the Idaho State Plan.

Of the funds made available for Subparts 2 (Basic Grant) and 3 (Program Improvement and Supportive Services), 80% will be used to fund Subpart 2 programs, and 20% for Subpart 3 programs. Of Basic Grant funds, $50,000 will be reserved each fiscal year for the support of full-time personnel to perform the functions necessary to eliminate sex discrimination and sex stereotyping. Funds will also be reserved for special programs and placement services which are tailored to meet the needs of the following groups:

a. Persons who had been homemakers but who now, because of dissolution of marriage, must seek employment;

Subpart 5 is a separate authorization for Consumer and Homemaking Education. Federal funds may be used for educational programs in consumer and homemaking at all levels and programs for the occupations of homemaking:

(1) Consumer education
(2) Food and nutrition
(3) Family living and parenthood education
(4) Child development and guidance
(5) Housing and home management
    (including resource management)
(6) Clothing and textiles

Elimination of occupational sex stereotyping shall be an essential element in each program supported under this authorization.

Funds may also be used under this Subpart for ancillary services (e.g., teacher training, teacher supervision and curriculum development). A State shall use at least one-third of the funds available under this special authorization to pay up to 90 percent of the cost of programs in economically depressed areas or areas with high rates of unemployment.

4. Comprehensive Employment and Training Act (CETA) and Vocational Rehabilitation Division (VRD) Funds

CETA's purposes and procedures are described on page 27 of the attached Federal Agencies for Career Education Services. Inquiries about specific CETA funding at state, regional and local levels may be directed to the Director, CETA Programs, State Manpower Services Division, Boise, Idaho 83720. These programs change as Federal Programs are revised. Vocational Rehabilitation Division referrals also provide on occasion, a service of career education funds depending upon the VRD client's age and needs.

5. The Career Education Implementation Incentive Act of 1977

Federal funding for career education is currently in question. Persons developing and/or using this Idaho State Plan for Career Education should be aware of the status and potential developments of career education legislation. The following is quoted from Career Education News and Notes, Council of Chief State School Officers, May 18, 1977:

> "A counterpart to the career ed bill passed April 5 by the House (H.R. 7), the $250 million Hathaway proposal won't be among the four or five bills the Senate Human Resources Committee hopes to report out by the deadline imposed by new budget rules adopted last year, a staffer

USOE: Vocational Education Act Part D, Funded Programs

ALASKA

Cordova Public Schools (V --NWREL) will begin an Occupational Career Experience Program in January 1977 for seventh and eighth graders, with later extension to grades 9012. The program will feature extensive classroom experiences in cooperation with the Occupational Clusters and Cooperative Work Experience programs. Mike Gilman, Project Director; Cordova Public Schools, Box 140, Cordova, AK 99574; (907) 424-3265.

OREGON

Jackson County Intermediate Education District (V--NWREL) is planning an EBCE program to be located at an alternative site in the Medford community to serve students from Jackson County high schools by offering credits for courses which fulfill all requirements for graduation. Scheduled to begin in January 1977, the program is expecting an initial enrollment of 25 students, grades 11-12. Vincent Gallo, Project Director; Jackson County Intermediate Education District, 101 N. Grape St., Medford, OR 97501; (503) 779- 510.

WASHINGTON

Highline School District (V--NWREL) will begin VEP--the Vocational Exploratory and Preparatory Program in January 1977 as a three-hour class offered in conjunction with an in-school cluster structure designed for occupational exploration and initial job preparation. The program is slated to enroll 40 students, grades 10-12. Ben A. Yormark, Project Director; Highline School District No. 401, 15675 Arbaum Boulevard, SW., Seattle, WA 98166; (206) 433-0111.

MONTANA

Great Falls Public Schools (V--NWREL) is planning EBCE--Vocational & Career Education: A Model for Expansion and Improvement, using EBCE strategies in six programs that make use of the community as a learning resource. These programs include Cooperative Vocational Education, grade 12; Internship Program, grade 12; Work Experience; Work Experience Career Education Program, grades 9-12; Voluntary Community Service; and Vocational Education. Frances Jackson, Career Education Director; Great Falls Public Schools, 100 Fourth Street, P.O. Box 2428, Great Falls, Montana 59403.

NORTH DAKOTA

The North Dakota State Board for Vocational Education (V--NWREL) is cooperating with the Minot Public Schools to develop (CE+)--Career Educational Planning, Learning, Understanding, Succeeding, scheduled to begin operation in January 1977. This in-school cluster program will use the NWREL/EBCE strategies of exploration, learning levels, projects, journals, competencies, career seminars and skill building levels for an estimated 30 students, grades 9-10. Jerry Tuchscherer, Project Director; Career Specialist; State Board for Vocational Education, 900 East Boulevard, Bismark, ND 58506, (701) 224-2288.

IDAHO

Pocatello School District No. 25's (V--NWREL) EBCE implementation and demonstration project will represent the whole NWREL/EBCE model. The project will begin in January 1977 for 35 juniors and seniors. Paul Matthews, Project Director; EBCE Program; 3115 Pole Line Road, P.O. Box 1766, Pocatello, Idaho 83201; (208) 232-3563, X261.

b. Persons who are single heads of households and who lack adequate job skills;

c. Persons who are currently homemakers and part-time workers but who wish to secure a full-time job; and

d. Women who are now in jobs which have been traditionally considered jobs for females and who wish to seek employment in job areas which have not been traditionally considered as job areas for females, and men who are now in jobs which have been traditionally considered jobs for males and who wish to seek employment in job areas which have not been traditionally considered as job areas for males.

The State will fund programs to assess and meet the needs of the above groups. These programs will include:

a. Organized educational programs necessary to prepare these special groups for employment, including the acquisition, maintenance and repair of instructional supplies;

b. Special courses preparing these individuals in how to seek employment; and

c. Provision of placement services for the graduates of these programs.

The State may use the balance of funds available under the basic grant for any of the following purposes:

a. Vocational education programs--organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation (upgrading and retraining) for a career requiring other than a baccalaureate or advanced degree.

b. Work-study programs--Federal funds will be expended solely for the payment or compensation of students employed in work-study programs which meet the requirements of the Act.

c. Cooperative vocational education programs--funds may be used for grants to local educational agencies for establishing or expanding cooperative vocational education programs with the participation of public and private employers.

d. Energy education programs--funds may be used for grants to postsecondary institutions for the training of miners, supervisors, technicians and environmentalists in the field of coal mining and coal mining technology, and for the training of individuals needed for the installation of solar energy equipment, glass paneled solar collectors, wind energy generators, and other related applications of solar energy.

e. Construction of area vocational education school facilities--the funds may only be used for construction if the facility meets the requirements of the Act.

f. The provision of stipends--funds may be used for the provisions of stipends for students entering or already enrolled in vocational education programs if these students have acute economic needs which cannot be met under work-study programs, and only when necessary due to inadequate funding in other programs providing similar activities, or other services in the area are inadequate to meet the needs.

h. Industrial arts programs--funds may be used for programs which pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, and which assist individuals in making informed and meaningful occupational choices, or which prepare them for entry into advanced trade and industrial or technical education programs.

i. Support services for women--funds may be used for counseling, job development, and job follow-up support for women who enter vocational education programs designed to prepare individuals for employment in jobs which have been traditionally limited to men. Funds may also be used to increase the number of women instructors involved in the training of individuals in programs which have traditionally enrolled mostly males.

j. Day care services for children of students in secondary and postsecondary vocational education programs--the students may be both male and female, including single parents.

k. Construction and operation of residential vocational schools--funds may be used for the construction, equipment, and operation of residential vocational schools, including room, board and other necessities.

1. Program administration--funds may be used for preparing the five-year plans, preparing the annual program plans and accountability reports including the collection of necessary data, conducting the required evaluations, and for State administration of vocational education programs assisted under this Act.

Ten percent of the funds allocated to Subpart 2 (Basic Grant) programs must be used for vocational education for handicapped persons; 20% of the funds must be used for vocational education for disadvantaged persons, for persons who have limited English-speaking ability, and for stipend for persons with acute economic needs; and 15% of the funds must be used for postsecondary and adult programs.

Subpart 3 is referred to as Program Improvement and Supportive Services, and the funds available for approved programs constitute 20% of the total funds allocated for Subparts 2 and 3. The State may use the funds available for the following purposes:

a. Program improvement--funds may be used to improve vocational education by the support of research programs, exemplary and innovative programs, and curriculum development programs. In order to expend funds for these purposes, the State will establish a research coordination unit to coordinate the approved activities.

b. Vocational guidance and counseling--at least 20% of the funds allocated to Subpart 3 will be used to support vocational development guidance and counseling programs, services and activities.

c. Vocational education personnel training--funds may be used to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel.

d. Grants to overcome sex bias--funds may be used to support activities which show promise of overcoming sex bias and sex stereotyping in vocational education.

Subpart 4 provides for Special Programs for the Disadvantaged in areas of high concentration of youth unemployment and school dropouts. Federal funds may be used to pay up to 100 percent of the cost of special programs. Funds from this authorization may also be used to supplement basic grant funding for programs that help the disadvantaged succeed in regular vocational education programs.

said. The career ed bill wasn't put on the list of priority legislation, she said, mainly because states already have $10 million in planning money authorized by the 1976 Education Amendments, giving Congress time to enact a bill to implement state and local career ed programs now on the drawing board. Deferral of the Hathaway legislation doesn't mean that a career ed bill will have to start winding its way through Congress all over again or that the Senate has lost interest in career education, the staffer emphasized. Hathaway's bill will likely be taken up by the Senate education subcommittee in the next session of the 95th Congress, which begins next January."

The announcement came as a surprise, and caused some rewriting to take place in the report that had been prepared for the CCSSO Committee on Career Education which was scheduled to meet on May 12, 1977, at 7:00 a.m. Pertinent paragraphs from that report are included here:

"In order to fully appreciate the implications of a deferral of S. 1328 until next January, one should first consider the fact that all funds for career education (from the national level) have been appropriated and distributed in accordance with the authorizing legislation--P.L. 93-380. One should also consider the fact that the authorizations contained in P.L. 93-380 go through FY 78.

"As noted in the Education Daily article, the Education Amendments of 1976 (P.O. 94-482) did authorize an appropriation of $10 million for use by the states. However, this bill authorized the appropriation only for FY 78. The $10 million authorized under terms of P.L. 94-482 was not included in budget recommendations made by both the Ford and Carter administrations; it has not yet been appropriated. But even if it had been appropriated, it would have been for FY 78.

"The net result of the deferral of S. 1328 until next January, taking the above into account, could be that there would be no federal funds available for career education in FY 79. Were this to be the case, both the efforts that have been made and the momentum that has been gained could be negated."

B. Other Funding Resources for Career Education

1. Idaho Resources

a. Individual Students at College Level

The Idaho Board of Education awards student incentive grants (50-50 Idaho/Federal match) to college level students based on application and evidence of needs. The awards are to institutions of higher education, in blocks based on prior year enrollments. The institutions package the grants to students, sometimes along with Basic Educational Opportunity Grants (BEOG) or Supplemental Educational Opportunity Grants (SEOG) or state or institutional scholarships.

b. Institutions of Higher Education

College work-study programs are campus-based with federal funds. Each institution has its own list of scholarships and state and federal fund sources and inquiries should be addressed to Deans of Education at colleges and universities of the inquirer's choice. Institutions also list the private foundations upon which they draw or propose to draw for career education funds.

c. Local and State Education Agencies

In addition to the state-administered federal funds from sources referred to in A.1.-4. above, local and state education agencies should be initiating funding legislation for such purposes as environmental improvement, energy conservation and development and reduction of unemployment. Although there is no central coordinator at the state level for federal programs in all areas, inquiries directed to Ms. Leila Lewis, Coordinator of Career Education, Idaho Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720, will receive prompt attention.

2. Publications

Career Education: A Handbook of Funding Resources. Third Edition. Boston: Houghton Mifflin Company, 1975

This publication provides an overview of local, state, federal and foundation funding resources. It also describes techniques for proposal preparation.

C. Analysis

1. Use of the Materials

Local school superintendents or their designees with responsibilities for seeking alternative funding sources can use the materials in this section for making contacts with funding sources, examining possible funding combinations and exploring the possibilities of new programmatic efforts that qualify for financial support. SEA personnel, always faced with the need for additional funds to help support activities designed to achieve ongoing and new objectives, can use the materials in section 2.1.6 to increase their awareness of funding potentials.

2. Potential Benefits of Using the Materials

By contacting the funding sources described, LEA and SEA personnel can get on mailing lists for requests for proposals and future legislation, rules and regulations. Thus, this section provides the basis for an ongoing source of information about funding that can and should be updated at least annually.